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SCHOOLS AS SOCIAL CENTRES

BY

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The subject can be viewed from two view-points. The term may refer specifically to those institutions which function in the school but outside school hours for affording cultural, social or recreational opportunities for the people amongst whom the school is working. Or, it may refer to the school as an agency for preparing the immature minds for efficient membership in society. Examples of social centres, understood in the first sense of the term, are to be found chiefly in American cities. The cultural or educational centres offer teaching for both sexes in subjects mainly of a practical nature, such as, dress-making, cooking, carpentry, steam engineering, drawing, civil service subjects, etc. Regular teachers are employed for teaching. The evening and social recreation centres consist of a gymnasium, a reading and quiet games room and meeting places for clubs and Reading Rooms. Only those above 14 are admitted. In New York alone there are 54 such centres, twenty of which are for women. The centres are open from 7-30 p.m., to 10 p.m., every day, except on Sundays and holidays, from October to April or June. The centres are administered by specially trained civil servants and directed by a District Superintendent of schools. The organization of such social centres is possible only if the majority of the community amidst which the school is working, had had any share in bringing it into existence, and are keenly interested in its maintenance and growth. In our country rural elementary schools, whether worked by local bodies or Panchayats sometimes serve as meeting places for Kalakshepams, or social gatherings, but such occasions are few and far between. If this is the case with rural schools working in close contact with the villagers, the Secondary schools which are English schools can hardly be said to be centres of attraction for the community in general. Hence, I consider that there is little scope in our country for the secondary schools to func-

tion as social centres in the first sense of the term until the time comes when the community feels that the work done in these schools is one in which they are vitally interested.

I shall therefore concern myself with the subject viewed only in the second aspect, namely, schools as centres for training the immature minds for efficient citizenship. In order to estimate correctly the place of the school in the training of the young, it is necessary that we should know clearly the scope and aim of school-work. The word school has a Greek origin and is derived from the Greek word *Scole* meaning pleasure. It is curious that in its present application, it has not much to do with pleasure but implies a place for serious work. It is now commonly accepted that the function of the school is not the mere imparting of knowledge. Schools are not mere *"Knowledge-shops"*, and teachers not mere *"information-mongers"*. It is not considered enough if the memory and mind are cultivated. The schools have to aim at the harmonious development of the triple faculties of knowing, feeling and willing so as to realise the Spencorian aim of education of preparing the young for complete life. This aim of school education is broad enough to include the Hindu goal of education, namely, self-realization along with the commonly accepted western ideal of "training for citizenship". The Indian schools of to-day professedly based upon the western models should also work towards the same ideal.

Here we may examine the actual state of affairs regarding our schools. Not even the most enthusiastic advocate of the present system of education will say that it aims directly at the production of citizens. It is now a platitude to say that it was devised to produce clerks and administrators for running the government machinery and not for producing effiicient citizens. The goal then was a very narrow one and this acts as the first limitation on the working of our secondary schools. To say this, is not to find fault with the originators of the system devised about a century ago. It is simply to remind ourselves of the limitations under which our schools are working so that we may know what exactly we can expect of them.

This aim of the originators of the system has to be satisfied by a series of external examinations which test the quantum of knowledge acquired by the recipient. These examinations have the merit of being the easiest and the best method of testing intellectual capacity when unwieldy numbers have to be dealt with. But no educationist would say that such formal written tests conducted for several thousands of candidates are the best way of gauging the intellectual worth of students. The old type pandits who are fast passing away from our land are easily superior to the best products of our university in depth and profundity, though they cannot boast of having passed a single written test. Thus we see that our written examinations act as a second check on the real educational work of our schools. The work of schools is usually adjudged both by the public and by the experts of the Educational Department by the examination results and so each school considers that its primary aim is the production of examination passes, and that all other aims are only secondary, to be satisfied without prejudice to this supreme goal. I should not be understood to state that I cry down examinations as an unmitigated evil; probably, under the present circumstances, they are the best means left to educational administrators to follow and test the work done in schools. All I desire to point out is that examinations make the most enthusiastic teachers and the best students concentrate primarily on what would

pay from the examination point of view to the neglect of real culture.

Thirdly, any one who aims at educating the young for citizenship should take stock of the national culture and base his education on that. To ignore the culture that is already acquired and that forms the inalienable property of the nation is not only wasteful, but amounts to doing violence to the steady and orderly growth of that nation. The culture of the land is in the blood of the people, and there is hence greater and quicker response if the young are trained in their own culture with such changes as are necessary to suit the changing times, instead of in new ones. In our schools, where only a secondary place is assigned to the Vernaculars containing the nation's culture, the young are denied the opportunities of studying and drawing inspiration for their life and conduct from the works of the great men of their land. This is a third handicap to the educator.

Fourthly, national culture cannot be ignored without simultaneously ignoring the national language. Thus, the Vernacular, the mothertongue, the language best-fitted to appeal to the heart of the educand and lay the foundation for the moral qualities is not available to the Indian educator.

Fifthly, in a land breathing with religion, religion a potent factor in the education of the young, does not find a place in the curriculum. Only, latterly, the mistake has been sought to be rectified by the introduction of a syllabus of moral instruction. Again only now, attention is beginning to be drawn to physical culture while the feeling side of education yet remains unrecognised. Thus, we see that the Indian schools of to-day are at a great disadvantage as compared with western schools on which they are supposed to be modelled, in their avowed task of training the young for complete life.

There are, however, even in our country, institutions which have attempted to make a happy blend of all that is good in East and West. These are the Visva Bharathi, the Hardwar Gurukul academy and to a smaller extent, the Ramakrishna Residential High school at Madras. These satisfy the most exacting demands of a modern state so far as educational institutions can fulfil them.

Are we then to conclude that the Indian Educational Institutions of to-day can only manufacture S.S.L.C. Eligibles and University Diploma holders leaving out of account real aims of education? I cannot think so. There is yet hope. Any impartial observer must agree that our schools of to-day are much better-fitted for fulfilling their true aims than they were a generation ago. For example, Physical Education including gymnastics, sports and games, which was practically ignored till a few years back is now receiving wider recognition. Some formal drill exercise was exacted from all boys once a week but that was all. Few schools could boast of separate drill and playgrounds. Though even now there are many schools without suitable playgrounds, earnest attempts are being made to remedy the defect, and give physical education a prominent place in the school curriculum by entrusting it to physical directors who are conversant with anatomy and physiology instead of to mere 'drill masters.' Again the department have come to see that the neglect of the vernaculars has resulted in cutting off the people at large from the school-educated men, and that the education imparted in schools neither influences society nor is influenced by it. Expression was given to this idea by the Director of Public Instruction in his convocation address at the Annamalai University.

To remedy the defect that our school education is Godless, a scheme of moral instruction has been drawn up for the High

School classes. Lastly, for the cultivation of the will and developing in boys a sense of responsibility, of power, of discipline and self-reliance, manual training subjects and Laboratory work are made compulsory. These changes made in schools show that the Indian educators are not altogether helpless and that they can yet hope with further changes, not to be outstripped in the race by their western compeers.

The subject of education is now in the hands of the people's representatives who are sure to get sooner or later yet more power to shape their policies as the best interests of the country require. Hence, as practical men, we must make the best of the situation to reach the goal. Ours is a land with a genius for compromises and reconciliations. We have learnt to include in the fold of our religion the loftiest Advaitism side by side with the crude forms of worship. The greater need not exclude the smaller. Insistence on civic ideals need not mean the sacrifice of the immediate ideal. At the same time, the glamour of examinations is passing away with the vanishing of the market value that these commanded till now. The idea that education is an end in itself and not a mere passport for jobs in schools is slowly but surely gaining ground. The teacher therefore must bestir himself now and see what he can do amidst these changing situations to make his school a real social centre.

The school must be an unconscious preparation for living in the community. The English Residential schools, with their kitchens, Lunch Rooms, Shops, Laundries, Sewing Rooms, Laboratories Museums, Libraries, Stores, Banks, Offices, Newspaper plants, Assembly-rooms, Gymnasiums, Swimming-pools, etc., form a miniature community for the boy to live in and for preparing himself for future life. Our schools which are mostly day schools, cannot by the very nature of things furnish similar opportunities. Hence, they must examine how best they can make up for these defects.

The various subjects taught in the classroom not excluding Arithmetic have their own moral values and afford suitable opportunities for the teacher to imprint on the young minds civic virtues and the qualities that go to make up for greatness and goodness. Extra-class room activities also afford him additional opportunities for the purpose. The various school games are of great value in impressing upon boys the principle of 'all for each' and 'each for all.' They give training in obedience, self-control, self-sacrifice and courage. The organisation of the games committee to administer the games fund gives pupils a good opportunity to learn that privileges carry with them corresponding obligations. The literary and debating societies not only train boys in the art of speaking but also impress on them the need for abiding by rules and regulations and obedience to authority. Laboratories and Manual Training centres may be made use of for training the will, for creating in boys love of work, and self-confidence. Scouting activities help the teacher in training boys to be observant, to love out-door life, to be resourceful, to be obedient, to sacrifice individual interest for the collective good and to imbibe a passion for service. The organisation for school excursions, Educational Exhibitions and School Day celebrations provide another splendid opportunity for the teacher to train the will of pupils. Excursions carefully planned train the senses and the mind, besides widening the outlook of boys. The various detailed arrangements that have to be made for such parties, and the social life that is lived during the excursion period make boys come in contact with real life and learn at first hand how mutual

adjustment is necessary for social life. The exhibitions provide an incentive for each boy to do his bit for his institution even if his labours be not immediately useful to him not being directly connected with his examination subjects. They provide opportunities to the teacher for finding out the latent potentialities of boys and for fostering in boys the spirit of healthy emulation, mutual love and respect. By arranging for the periodical celebration of national festivals and national heroes in the school, love for national traditions and culture and the great men of the land may be fostered. Periodical lectures on the League of Nations may be delivered to cultivate in boys not only the national outlook but also an international outlook.

But, when all is said, it must be confessed that the school circumstanced as it is to-day, has opportunities more for teaching civic virtues and morality than for teaching the virtues. Moral habits and civic virtues are essentially a question of practice and not of theoretical study. Teaching about virtues and the formation of character are two entirely different things. It is not the number of lessons given in civics and morality or the number of illustrations pointed out that make a man moral, but the good individual efforts made by him to have a soial and moral life. Happily in our country, the free Harikathas setting forth lofty ideals of life are yet a live institution. These only supply the motive power for being moral. But morality is a question of habits which develop into character. Hence, the best way to make the young a social and moral being is to make him practise good habits and go on practising them until these, which were originally efforts difficult of accomplishment and attended with pain, become automatic, easy and pleasurable. This part of the educational work was considered the most important by the Ancient Indian teacher, but it must be remembered that we are not considering residential institutions of the type that existed in Ancient India with a small group of pupils centred round a single Acharya. We have institutions bearing some remote resemblance to them in the West, but in our country very few. Even in the western countries where such ideal institutions exist, the people feel that the good work done at school would be all lost if the young are left to themselves at the age of 14 when compulsory education stops in most western countries, and have provided for continuation schools, for adults and for boys between the age of fourteen and eighteen, and university extension centres for the benefit of the Secondary School products.

So far, we have seen what part the school can play as a social centre. But it must not be assumed that the school is exclusively responsible for the training of the young. In our country, especially, until the day comes, when the old Gurukulas or residential institutions become common in the land, the responsibility will have to be shared by Religion, the Home and the State or Society. The schools are asked to bear the burden of civic education not because more effective media are wanting but because the schools influence the greatest number. Religion which supplies in the early ages, at any rate, a very valuable incentive for right conduct is not taught in schools. The society must therefore consider it its duty to arrange for religious discourses on a voluntary basis in each school. The home must actively co-operate with the school in building up the character of the young. The parent must not feel that his task is over the moment he has entrusted the boy to the teacher. His task has only begun. Unless he intelligently watches his boy's progress and conduct, he cannot be sure of good results.

Periodical consultations with the teacher will be of value. The Parents' Association gives a platform for presenting the parents' view of the work done at school and the directions in which changes are felt.

Society, particularly our society, has a great deal to do in the matter. In advanced countries of the west, where education is compulsory up to the age of 14, the need is felt for further education for raising the educational limit to seventeen and eighteen. It is said that in Switzerland it is 17. In those countries, they consider that it is dangerous to leave a boy to himself at the immature age of 14 merely equipped with what he has learnt at school. They consider that such products are more likely to be led away by demagogues and stump orators than by true leaders. Hence, they have gone in for an extensive defence work calculated to train the young further until they arrive at their full age of discretion. The social sense in the west is so highly developed that the sinews of war necessary for opening these institutions are readily forthcoming. Continuation Schools, Travelling Libraries, University Extension Centres, University Settlements, Vacation Schools, Gymnastic Societies, Boys' Brigades, Street-cleaning Squads, Street-beautification Squads, Mothers' Clubs, Health Centres and Health Civics are instances in point. These institutions besides adding to the theoretical knowledge of the 'educands' provide opportunities for them to work for others and thus train them in civic life. America, the land of dollars, is considered the foremost in the matter of these organisations. Europe is following suit.

To sum up, all schools must aim at training the young for complete life. In carrying out this ideal the vast majority of Indian secondary schools which labour under the limitations mentioned in the earlier part of the address, are at a great disadvantage as compared with many western secondary schools. All the same, the Indian teacher cannot forget or ignore his goal. The limitations of the Indian schools are slowly disappearing giving more and more room for the teacher to play his part fully. It will be unwise and unsocial for teachers to say that they must wait for a thorough change in the system before they can interest themselves in the higher ideals of true education. Hence they must use such opportunities as they have at present for realising the higher aims of education and incessantly work for bringing about a better type of schools.

We have not yet reached the ideal of Adam Smith who demanded compulsory primary education for all, as early as the middle of the 18th century. So, we have to make a great headway if we are to live and flourish as we have done in the past. The work is almost superhuman. But the task is worthy of all the best that we can give. The responsibility of shouldering the burden falls naturally upon the upper and well-to-do classes. Civic Education flourishes only when the upper classes display a civic spirit. It may be that ours is not a land of dollars to pour money unstintingly for financing such institutions. But ours is a land of ideas and ideals. Great deeds are accomplished in India in a very simple way. We are rich in the spirit of Vairagya and Renunciation. Funds are not the only need nor even the principal need for the work before us. Young men with a determined heart and burning with a passionate desire to make their country fit for democracy, that is to rule are alone needed.

SECONDARY EDUCATION—SOME PROBLEMS*

BY

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Of the several important problems awaiting solution or at least demanding further thought and discussion, I shall not pretend to dwell at any great length on any of them but shall content myself with merely pointing your attention to them since I have nothing very original or practical or valuable to suggest from my experience which is very limited and to an audience of such experienced teachers as you are. I sincerely trust that faulty reasoning or expression, if any, will only provoke further thought and prompt action. First, there is a great need for improving the standard of English which is so poor to-day. It is very difficult to locate the causes of the low standard; faulty methods, poor material, lack of co-ordination in language study, neglect of grammar, wrong emphasis—inadequate equipment of teachers and such like may be mentioned as some of the possible causes. Yet those who would compare the linguistic attainments of a pupil in English two decades ago with a pupil of to-day must not forget the fact that only a very small number were presented for the Matriculation and an infinitesimally small number passed and that although those passed men were said to have a better grounding in English grammar they were not trained in free speech or composition which is the chief characteristic of the language training to-day. Also when everything is said and done, I am not quite convinced that the present aim of the study of a foreign language—that of speaking and thinking in a foreign language is sound. I am inclined to believe rather with Dr. West, who has emphatically stated that *reading* ability is more important than that of speaking. So the Oral Method which is otherwise spoken of as the Direct Method may have to be modified. The means used to achieve the aim are unsuited and inadequate even when the aim is accepted as sound. The aim as well as the principles of the method may have to be modified to effect this improvement in the standard of English. In the first place therefore improvement of the Direct Method is needed.

The material should be improved, and specially as we are in the habit of judging by figures and percentages, this has to be stressed; there are many who are incapable of learning a foreign language. This, I submit, should not be understood as a serious defect or a deficiency in the attainments of any individual or race. To-day we are teaching this foreign language as though it is soon going to be the language of the masses—the 350 millions of India. It may be the language of the ruling race; the speech understood and used by the largest number of people in the world; yet is it going to be the language of the people of India and need it? I believe in the democratic policy in Education, but not in the case of the study of a foreign language. Only the chosen few, "of greater intelligence, linguistic aptitude and opportunity" should be allowed to acquire the foreign language.

Better co-ordination in the language classes and different subject classes with a view to cultivating the habit of expression,

**Presidential address delivered at the Annual Conference of the Salem District Teachers' Guild held at Dharmapuri.*

the emphasis rather on language form than on subject matter, the study of grammar as a subject rather than as a corrective—the study of Universal Grammar, the appointment of specialists for teaching the foreign language not only in the higher forms but also in the lower school, are some of the more important means of improving English in Secondary Schools. The evils of an external examination should be minimised and questions, reasonable and suitable, testing the power of expression and knowledge of language-forms rather than subject matter should be devised; this might encourage the study of language for its own sake instead of as a means of passing an examination through the cramming of subject matter and the use of borrowed words. One other suggestion regarding the improvement of English is the use of Extensive readers. Whether all the remarks and suggestions made so far are sound or no, they need to be very carefully looked into and experimented on.

I am aware that one set of educationists are advocating *the intensive study* of the language of the text and the elimination of Non-Detailed texts, as a means of raising the standard; with some reluctance I am willing to adopt the former suggestion—reluctance because I fear the language lesson already a very difficult and trying task may become a dull drilling period, exercising the intellect it may be, but at the cost of the play of emotion, enthusiasm and lively interest. When a lesson ceases to be interesting, the by-product expected will be nullified. Yet it is worth a trial. But the latter suggestion of eliminating the Non-Detailed readers is to me unacceptable. It robs the pupil of the opportunity of acquiring the valuable reading habit—the habit of reading for pure delight and incidentally extending vocabulary as well; incidentally because the familiar words occur in different shades of meanings and other unfamiliar words are such whose meanings can be easily inferred from the context.

Next I pass on to the question of the vernacular as a medium of education and the study of Vernacular literature. On the study of the vernacular literature, I am not competent to speak; of vernacular as a medium of instruction I don't desire to speak. It is a matter of action, concerted action and immediate action. *It is up to the teachers to bring it into practice without any more delay.* It has evoked a great deal of lip sympathy, though it has not been adoped universally. It is yet very gratifying to note that in about 100 schools the pupils used the vernacular in answering the questions in the non-language subjects in the S. S. L. C. Examination. *It may be worth carrying on an intense propaganda on this very question throughout our country.*

Reorganization of the S. S. L. C. Scheme is another very pressing problem. The most important aspect of this problem is the abolition or the retention of the C. Group. The great Dramatist Ibsen says. "The majority is always in the wrong." So too Shakespeare speaks of "the multitude", yet assuming for once that the majority view is right, what is the effect of abolishing the C. Group on the various subjects in the curriculum. C. Mathematics is the most dominating subject. It has gained an ascendency which the framers of the syllabus and the scheme did not intend to give. Its domination in the present scheme is rather unfair to Sciences,—Physics, Chemistry, or Natural Science. C. Mathematics is the *only* optional subject which confers the option to the pupil of pursuing any subject in the University; a pupil taking C. Chemistry can't go to the 1st group in the Intermediate. Not only does it dominate the curriculum, it also occupies a unique position—whereas C. Science or C. History is

only an intensive study of what is done in A. Group and so leads to a duplication, in C. Mathematics 2 new subjects are offered—Algebra and Geometry a good standard in which is absolutely necessary for profitably pursuing science studies in the University, and more especially to those who wish to specialize in higher Mathematics. So abolition of C. Mathematics makes it imperative to introduce Algebra and Geometry in some modified form, it may be, in the group A.

Will this be feasible and will it be favourable to the teaching of Mathematics? I leave it to you to answer.

Take *Science.* I have mentioned how the revised scheme has hit the Sciences most. There are not enough pupils left after selecting the pupils for Mathematics nor are they good enough for Science. The reduction of C. subjects to one from two had one serious effect, that is, many boys who were doing practical work as Physics and Mathematics pupils, are now receiving no practical training under the Revised Scheme, since they had to take C. Mathematics, the question of admission in Colleges determining the choice at school. Most schools are giving up Chemistry and Physics too may meet with the same fate. It may be that the giving up of Optionals will release some more teaching periods which may be assigned to Elementary Science and practical work may be arranged for each pupil.

The twin principle enunciated by Aristotle, that Education should consist of "something of everything and everything of something" is sound as far as it goes; while the first principle is practical and possible, the second—"everything of something" is only an ideal very difficult to attain, if attainable in life. At any rate it is impossible in Secondary Education, only to some extent possible in the University, and not quite or completely attainable during even a life-time of devotion to specialised study. So why not defer the task of specialization to a later stage in education?

History and Geography should be taught as separate subjects and examined separately and also treated *alike* since Geography is not an appendage to History!

Technical subjects, which might go completely out of the curriculum, if C were abolished, may be brought under *B. Group.* The question of modification of the syllabus in History and Elementary Science is not so urgent as the need to exclude the portions of a subject done in the fourth form for the purpose of S. S. L. C. Examination; since the examination on portions done over three or four years places on the young pupil an undue strain on body and mind. I have not entered into any details on this subject because it is for the Guild to express its considered opinion on such points.

Next I shall refer to Physical Education. It is part of our duty to train up youths that are healthy and strong and able to bear the strain and stress of life. But even here it should be realized that there are those who are *unfit* for physical education either because of disabilities, internal or external. The programme of physical education should be in the hands of experts and medical men. As far as practicable, in spite of limitations of space and finance, a compulsory simultaneous scheme of Play-for-every-Boy should be adopted in every school. In my own school this has been done for the last four years with a fair amount of success.

It is because we have realized our responsibility for the well-being of the whole child, that we are concerned about the physical development of the pupils; for if in the process of acquiring knowledge, he should lose his sight and impair his health, how can he play his part in life? In the West, they

expect the schools to go a step further. As a lady psychologist put it, "They must ensure to the children not only literacy and physical health, but also social and emotional adjustment. This will involve a revaluation of the duties of a class-teacher, who must see to it that every child is given a proper feeling of security and at least some sphere of activity in which it will earn a sense of achievement and success, as well as scope for co-operative work and play."

I believe the psychologist is justified in demanding that the teachers should take over the duty of 'a general supervision of the children's emotional, moral and social development.' In other words it is the building up of character in pupils. If it is part of the duty of the teacher to notice, and help to rectify traits in their pupils which might lead to moral havoc in later life, how is it to be done and when? The task of building up character is too big to be confined to any one period or to any one teacher; it can't be adequately done even in the Moral Instruction period. The task should be undertaken throughout the whole life of the school, each separate activity contributing to it severally—the games, the Literary Societies, Scouting, as well as the activities within the class room. There remains the greater question: can this be achieved apart from a Religious Education? Prof. L. P. Jacks defines Religion as "Education at its highest;" if so, how can we have a godless, secular education and yet believe that character building is an integral part of our duty?

Another problem that I desire to place before you is the problem of village leadership. Is the progress of civilization to be signalized by the depletion of villages? Is education encouraging this migratory tendency of educated people from village to city to swell the ranks of the unemployed? Does the present system of education unfit the pupil for life in the villages? Should it not train him for village leadership? Is the outlook, the atmosphere, the discipline at school, and its life on the whole so much out of joint with the life of the community? If the system were evolved in our own country and a truly national education took its place will it succeed in sending the educated pupil back to his village? Should he not find it worth his while to live and labour for the rural advancement of his land? How can this *Rural bias* to Secondary Education be given without impairing its efficiency? The remarkable success of the Folk Schools of Denmark is a great challenge to the educationists in our country. A time will soon come when the teacher will have to take a leading part in Rural Reconstruction. When stupendous political changes and social reforms take place, may the teachers not be found lagging behind! May they instead regain their ascendency through great service to the community!

These enormous demands on the teacher's services, if legitimate, cannot be satisfactorily met without special training and equipment on the part of the teacher. If he is to rise to the heights of Gokhale, Woodrow Wilson, of Srinivasa Sastri, and sustain his lofty role as Prophet and Priest of Progress, how very essential it is that he should be a student, Research worker, a pioneer in the field of knowledge and science. No outstanding works of scholarship, no great writings on Education, no valuable scientific literature, with a very few honourable exceptions, has yet been produced in our country. If we teachers are not concerned about this deplorable paucity, who else will be? Let us be filled with the spirit that cries:

"Let me know all! Prate not of most or least, Painful or easy!"

Because we have got to

"Image the whole, then execute the parts."

If the teacher cannot become the foremost scholar of the day he ought to at least keep in touch with modern developments in the world of Education and actively support all Educational movements working for the advancement of the community. The value of the Summer School, Extension lectures or Refresher courses is increasingly being recognized. With liberal help of local boards they could be easily organized in every district.

In concluding these scrappy remarks. I should like to make one suggestion; that the Guild should organize sectional activities throughout the year with a view to promoting a closer study and careful discussion of the several subjects of the Curriculum—History, English, Science and so on; and discovering solutions, devising more effective methods and organising facts on up-to-date lines. An eminent French Educationist says—"The function of the mind of man is to ask ceaseless questions of Nature and listen attentively to her answers. . . . It is the task of the mind to register these answers, to modify *itself* if necessary, so as to make an effort to ask of nature clear questions and effective answers." Where else can we formulate "the clear questions" except in associated thinking which is facilitated in study circles or groups devoted to the mastery of a particular branch of learning? The method of group work is the method of integration, in which each individuality is used to the full in the creation of a new solution more inculsive of good things than the solution originally proposed by any one of the group. And may I venture to hope that the findings of those groups functioning vigorously under the auspices of the District Guild will prove valuable to the whole body of teachers in our country?

MUSINGS ON LIBRARY LEGISLATION

BY

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(Continued from page 535 of Vol. IV.)

VI. THE FUNCTIONS OF THE LIBRARY COMMITTEES OF LOCAL BODIES

The sphere of action of the library committees of local bodies is bounded on one side by the sphere of the parent body and on the other by the sphere of the permanent executive. The boundary line between the functions of a local body and its library committee is usually clearly drawn by the legislature. It may be further amplified by the bye-laws and standing orders of the local body itself. The exact position of the boundary line is not however the same in all the countries. In England the entire power of levying the library rate, of borrowing money of managing real property, if any, and of passing the library budget is vested in the local body itself. The Library Committee is given freedom only to spend the library revenue in any manner it likes, subject to the provisions in the budget. The location of branch libraries, the framing of the Library Rules, the appointment of the library staff, the selection of books and all other administrative matters connected with the library are, however, vested solely in the library committee. In some of the States of America, the boundary line leaves a larger sphere for the library committee. Even the power of raising a loan and levying a rate is vested in the library committee. Some of the libraries had been given land grants for their upkeep. The management of all such real property is usually vested in the library committee itself. The function of the local body ends with the appointment of the library committee, the approving of the library budget and the reviewing of the annual report. If, in spite of such clear statutory demarcation, a dispute arises, recourse is had to a court of law. Such constitutional suits are very frequent in the New World. It is not suggesteu here that our local bodies and their committees should emulate their American representatives in such domestic quarrels. All that is meant is that there is a legal remedy in cases of encroachment.

Permanent Executive

But such a remedy is non-existent when we turn to the boundary line between the functions of the library committee and those of the library executive. Nor is it possible to draw this line in any definite manner by rules and regulations. It must be left to some broad common sense principles. The true sphere of usefulness of the committees is in deliberation and in the enunciation and direction of policy generally. If this commonsense principle is forgotten, it would immediately lead to an incursion upon the proper sphere of the permanent executive. This is likely to happen particularly if the committee contains members among whom not unnaturally there may be for some time until experience tells, some distrust of the executive and a feeling that their will can find its way only if they keep their hands firmly

on the wheel itself, even in small matters—a feeling probably helped by the fact that, until then, some of them may not have had experience of management on a large scale. Yet the relentless march of functions the growing complexity of administration and the ever-widening sphere of duties bring with them increasing necessity for using the specialist and for recognising that he and almost he alone holds the key to problem after problem and that he must be used.

Sub-Committees

Apart from keeping clear of the functions that are more appropriate to the local body and to the permanent executive, one has to consider what would be the most convenient way for the library committee to discharge its own legitimate functions. Should the library committee deal with all the questions directly? Or is it better to have them dealt with entirely or at least investigated in the first instance by suitable sub-committees? The English Act provides that any library committee to which any powers are delegated may, subject to any direction of the local body, delegate all or any of these powers to a sub-committee consisting either in whole, or in part, of members of the library committee. This provision amounts to a gentle hint that it would be more conducive to efficient business if it functions through standing sub-committees. It is desirable to provide for these things in the scheme by which the local body adopts the library act. The number of sub-committees ranges from one to twelve in England and America. But the average number is four. The most popular among the numerous branches of this committee family are those concerned with finances; with administration (i.e. staff, Rules, etc.); with book-selection; and with the care of buildings and grounds.

Local Advisory Committee

Apart from this internal organisation, the library committee should also have a local advisory committee attached to each one of its branches and delivery stations. In particular, each panchayat area should have a local committee to advise the library committee of the District Board. There can be no question of delegation of powers to such local committees. But nonetheless they form an important limb of the library polity of a province and it is desirable that they should be explicitly provided for in the library act itself.

VII. THE LOWEST RUNG OF THE LIBRARY LADDER

The lowest rung in the ladder of the library polity of a nation is the permanent library executive of the local bodies. The failure or the success of the library machinery will ultimately depend on the manner in which this executive functions and, it may perhaps be added, on the extent to which it is given freedom and initiative. For, it is quite likely that the upper rungs *viz.* the local, the library committee and its sub-committees, will be largely composed of amateurs. Even in England, which claims to have achieved the greatest success with such amateur bodies, it is not uncommon to find it difficult to provide a public Library Committee with its full complement of members. While there is keen competition for membership of committees whose work received more public notice or excited more controversy, the library committee is appointed in a most haphazard fashion being completed by the election of those who had not been appointed to any other committee. On one occasion an elderly farmer was appointed and he considered himself the most suitable member since, having never read a book in his life, he would therefore be entirely unprejudiced in literary matters.

Library Legislation and Library Staff

In almost every case the resultant committee will comprise a large proportion of members who may have little, if any, definite interest in the committee's work and bring nothing to its deliberations but what they may describe as an open mind, so that the policy of the committee will, in many instances have to be shaped and directed by the principal executive. In such cases, almost everything will depend upon the personality of the Municipal Librarian or of the District Librarian, as the case may be—his experience, capacity, local standing, status and reputation. Hence, the usefulness of a library legislation must depend upon the attention it pays to the scale of salary. Hence, the Library Acts of most of the American States devote a section or two to this subject.

For example, Section 8230 of Remington's Compiles Statutes of Washington, 1822, volume 3, stipulates as follows: The Board of Trustees of every public library in the State of Washington "shall adopt a system of competition or examination under which all appointments except that of Chief Librarian shall be made under such system and the Chief Librarian shall have power, by and with the consent of the board, to appoint all subordinate employees of the library, prescribe rules for their conduct and remove them from office. So far as possible, all appointments shall be made for ascertained fitness for the work, and removals shall be made for demonstrated unfitness and neither appointments nor removals shall be made because of the candidates' race, colour, political influence or religious belief."

The Library Act of California

Again, sections 6 to 10 of the County Free Library Laws of the State of California make a detailed provision. Section 6 creates a board of library examiners, consisting of the State Librarian, who shall be ex-officio Chairman of the said board, the librarian of the public library of the city and County of San Francisco and the librarian of the Los Angeles public library . . . said board shall pass upon the qualifications of all persons desiring to become county librarians." Section 7 stipulates "no person shall be eligible to the office of County Librarian unless prior to his appointment he has received from the board of library examiners a certificate of qualification for the office." Section 8 which deals with the subordinate employees, lays down "All employees of the county free library whose duties require special training in library work, shall be graded in grades to be established by the County Librarian, with the advice and approval of the State Librarian according to the duties required of them, experience in library work and other qualifications for the service required; and before appointment to a position in the graded service, the candidate must pass an examination appropriate to the position sought, satisfactory to the County Librarian and show a satisfactory experience in library work . . . certificates issued by the Board of Library Examiners may be accepted by the County Librarian in lieu of such examination."

Section 9 provides that "the County Librarian shall, subject to the general rules adopted by the board of supervisors, build up and manage, according to accepted principles of library management, a library for the use of the people of the county." The remaining part of the section is devoted to the prescription of the different standard scales of salary that should be adopted by counties of different taxable capacities.

The Library Staff Elsewhere

In Sweden, the qualification and the status of the library staff are reckoned among the factors that determine the amount of

State grant to which a library is entitled. The Library Act of Czechoslovakia makes a detailed provision for the qualification and status of the staff of the libraries of different grades.

The Library Bill of Madras

But, in accordance with its own legislative tradition, the Madras Act would, perhaps, leave such details to the rule-making power of the Government. At any rate we find that clause 31 (2) (e) of the Public Libraries Bill, drafted by the Madras Library Association, states that "the Local Government may, by notification in the 'Fort St. George Gazette,' make rules . . . such rules may provide . . . the condition of service of the salaried officers and servants of the Local Library Authority." If this Bill becomes an Act, if the Act is actually enforced and if public opinion is sufficiently vigilant, there is no reason why proper rules will not be framed.

VIII. A NATIONAL CENTRAL LIBRARY

What was established by private enthusiasm in 1916 as "The Central Library for Students" was re-christened last year as "The National Central Library of England" by Royal Charter. This re-christening meant not only a higher status but also a widening of the sphere of activities of the library.

The objects of the Library as set forth in the Charter, are:—

(*a*) To supply on loan to libraries, or in exceptional cases to individuals, books for study which cannot conveniently be obtained in any other way.

(*b*) To supply such books on loan to groups of adult students.

(*c*) To act as an exchange or clearing house for mutual loans of such books between other libraries.

(*d*) To act as a centre of bibliographical information, both for national and international purposes.

(*e*) To facilitate access to books and information about books.

(*f*) To take such other action as may conduce to the above objects.

Three Programmes

In addition to the usual supply of reading materials to adult classes, the three outstanding Programmes which the National Central Library has set before itself, are:—

(1) Development of the Scheme of Outlier Libraries;

(2) The establishment of Regional Library Bureau; and

(3) The building up of an Information Department with Union Catalogues.

Who Pays for It?

The initial finances of the library have been largely found by the apparently unending source of discriminated charity,—the Carnegie United Kingdom Trust. In one form or other Carnegie and his Trust have contributed to this national library the munificent sum of thirty lakhs of rupees during the last 16 years In particular, they have provided the library with a commodious new habitation next to the proposed site of the University of London and within a few minutes of the British Museum.

But, realising the urgent necessity of placing the financial position of the Library on a firmer and more independent basis, the Executive Committee has decided to issue an appeal for an Endowment Fund of not less than thirty lakhs of rupees.

The Position in Our Land

What have we in India to correspond to this great national undertaking? Or if India is too big a unit have we anything like it at least in any of our provinces? The Draft Public Libraries Bill of the Madras

Library Association has this in view in providing, in Chapter II of the Bill, for the institution of a Department of Public Libraries headed by a Director of Public Libraries working directly under the local Government. It will be his business to bring about the existence of a National Central Library and make it function as a real co-ordinating centre eliminating wastage of every description, pooling together the book resources of the province and making them serve the largest section of the community possible with the least cost.

IX. OUTLIER LIBRARIES

In 1923, the Carnegie United Kingdom Trust initiated a policy of linking up the Specialist Libraries of the British Isles with the National Central Library then known as the Central Library for Students. There was then a marked aloofness on the part of such Specialist Libraries and the Libraries of the Universities and Learned Societies as regards Public Libraries Service as a whole. The policy went by the name of the scheme of Outlier Libraries. This scheme had in an embryonic state a complete machinery under which the library resources of the nation could be made available in a very practical way to every man, woman and child whether resident in the shadow of the great City Collections or situated remotely in a thinly populated area.

What it is?

An Outlier Library is a library which undertakes to place its stock at the disposal of non-members through the agency of the National Central Library. The Carnegie United Kingdom Trust induced the Specialist Libraries to shake off their aloofness bv making special grants on condition that they became Outlier Libraries. The Libraries of the Royal Aeronautic Society and of the College of Nursing were the first to join the scheme. Later, other libraries gladly offered participation in the scheme even without any such grant from the Carnegie United Kingdom Trust. Last year, as many as 125 libraries have acted as Outlier Libraries, thus making their resources available throughout the country through the medium of the National Central Library.

Its Effect

The total number of volumes in these Outlier Libraries, excluding fiction, is 4,800,000. But it is significant that only 6,252 volumes were actually served outside the areas of the library. This shows that this scheme of Inter-Library loan is not at all abused but is used only very sparingly when there is genuine need. But serious students of the country are obtaining books and periodicals which they could not otherwise have had. Some of the larger libraries were particularly generous in meeting the needs of the smaller and less wealthy libraries.

What India Can Do

In our country, we have but a few large libraries located in the different provincial headquarters, with a few very small and absolutely poor libraries scattered in the mofussil areas. Even the larger libraries in the cities are by no means self-contained. If the Indian student is not to be handicapped for want of literature, the big Provincial Libraries should, in the first instance, generously co-operate among themselves and act as Outlier Libraries. The Draft Public Libraries Bill of the Madras Library Association contains valuable provision in clauses 13 and 14 of Chapter VII for the gradual development of the Outlier Library-Idea. Further, it will be the business of the Director of Public Libraries, provided for in clauses 4 and 5 of the Bill, to act as the Liaison-Officer between the libraries of the Province, and induce them

in a tactful way to function as Outlier Libraries.

X. REGIONAL LIBRARY SYSTEM

The Second Programme of the National Central Library of England is that of facilitating the establishment of Regional Library Bureau. One result of the formation of such Regional Bureau is that of breaking down the cramping limits of local financial areas in library matters. Another result is that of reducing the strain on the National Central Library so that the latter may concentrate, so far as books are concerned, on the vitally important function of serving as a reserve of comparatively rare and costly works in limited demand. This will also enable the Central Library to give greater attention to its other important duties as the National Information Bureau.

What it is

A Regional System is one in which the libraries in a convenient geographical area group themselves together for the purpose of lending one another books which cannot easily be obtained elsewhere. A Union Catalogue of Non-fiction books in the co-operating libraries is housed in the Regional Library Bureau. All applications for books are made to the Bureau and not direct to the National Central Library. If the Union Catalogue shows that a copy of the book required is in one of the libraries of the area, that library is asked to lend it. If no copy is available in the area, the application is forwarded by the Bureau to the National Central Library. It is only by such an organised system of co-operation that the thousands of books lying dormant on the shelves of so many libraries will be mobilised for the use of readers needing them elsewhere.

Who will Pay for it

As usual, the Carnegie United Kingdom Trust have come forward to aid the establishment of such Regional Bureau by what they call "A Stimulating Grant." They pay an initial grant of Rs. 40,000 to every Regional Bureau to enable it to prepare the necessary Union Catalogue for the Region. One condition of this grant is that each Bureau should find the necessary recurring administrative expenses. It has been suggested that this may be defrayed by annual contributions from the libraries participating in the scheme, the contribution being proportional to the population served by each library. The West Midlands Regional Bureau, for example, hopes to realise about 4,000 Rupees per annum in this manner.

The First Year's Progress

During the past 18 months, no less than 4 Regional Schemes have come into operation. The first Scheme began to function on the 1st January 1931. It comprised the four counties of Northern England and it had 31 participating libraries. This Northern Regional Library Bureau, with its Headquarters at the Library of the Newcastle Literary and Philosophical Society, has dealt nearly with 2,000 applications for inter-library loan for which nearly half were dealt with within the Region, and the National Central Library had to be troubled only for the remaining half. The West Midlands Library Bureau, with its Headquarters at the Birmingham Public Library began to function on 1st April, 1931 and has 51 participating libraries. The Bureau of Wales, which is only a few months old, has its Headquarters in the National Library of Wales and has 29 participating libraries.

The Provision in the Madras Library Bill

In drafting the Public Libraries Bill for the Presidency of Madras, the Madras Library Association has not lost sight of the great potentiality of such Regional Co-operation in the future development of National Library Service. Clauses 13 and 14

of Chapter VII of the Draft Bill have made explicit provision for the formation of Regional Committees on a voluntary basis but with the approval of the Local Government. Our Presidency may require at least 9 such Regional Bureau,—4 for the Tamil Nadu, 3 for the Andhradesa, 1 each for the Malayalam and Kanarese areas. It is hoped that our legislators will not lose sight of these very advanced provisions in the Association's Draft Bill.

XI. NATIONAL INFORMATION BUREAU

The Third Programme of the National Central Library is the gradual building up of an Information Department which can act as a National Information Bureau both for internal and international purposes. Such centres for bibliographical information had been long established in certain European countries, such as Austria, Belgium, France, Germany, Holland, Hungary, Poland and Switzerland and in the United States.

What it is

The International Institute of Intellectual Co-operation, a Section of the League of Nations with Headquarters in Paris, has outlined the functions of such National Centres, as follows:—

(1) That a centre of information be established in connection with the national or the central library in each country, to which intellectual workers may apply for particulars, concerning the libraries, special collection, or other sources from which they may obtain books, periodicals, manuscripts, etc.

(2) That such centres of information be provided with the necessary staff, funds, and bibliographical equipment.

(3) That such centres should be co-ordinated as closely as possible in order that they may be able to give information required by any other national centre. With this object the national centres should undertake to (*a*) supply information to other national centres; (*b*) transmit enquiries to other national centres; (*c*) file copies of all requests and supply information subsequently received; (*d*) endeavour to centralise requests for information concerning the special collections of their respective countries.

(4) That the centres should be able to provide reproductions of books and Documents when the originals cannot be supplied.

Who will Pay for it

The Royal Commission on National Museums and Galleries recommended that H. M. Treasury should give an annual grant of about Rs. 40,000 to the National Central Library to develop its Information Department. With this grant a specially qualified staff has been appointed to deal with this programme.

Its Outturn Last Year

This Department was able to obtain from America, Belgium, Denmark, France and Germany 29 books, copies of which were not available in Great Britain. In return, 58 volumes were lent to libraries in America, Belgium, Czechoslovakia, Denmark, Germany, Holland, Poland, Sweden, and Switzerland. The figures are small but the value of the books obtained in this way is great from the point of view of the progress in research. In addition, this Department has also managed to trace and obtain exchange of books among the libraries of Great Britain itself.

What India should do

In India too, several of the University Towns are beginning to throb with what may be called research-life. With the poorly equipped libraries at their disposal and

with utter lack of co-ordination and co-operation among the University Libraries, the plight of the isolated workers needs proper attention. It is time that a Central Body like the Inter-University Board tries to give a suitable grant to a well-organised University Library to enable it to open a similar Information Department for inter-provincial and international exchange of intellectual goods.

The provincial Directors of Public Libraries, contemplated in the Draft Public Libraries Bill of Madras, should, among themselves, evolve a similar Information Department for India as a whole. Perhaps a desirable course for them will be to enter into alliance with the Inter-University Board and maintain a common Reference Department for all classes of libraries instead of having one for the University Libraries and another for the Public Libraries.

XII. THE NATIONAL CENTRAL LIBRARY AND THE UNIVERSITY LIBRARY

In January 1925, 14 University Librarians and 11 University Teachers attended a Conference convened in London by the Association of University Teachers to consider the practicability of inter-library loans. It was felt at that Conference that most libraries had among them thousands of volumes standing unused on their shelves—many of them unopen for years together—some which have been actually in demand elsewhere and might have been fruitfully employed. Students, Scholars, Authors, Inventors, and Scientific Workers had wanted to use these very books and had been unable to do so. It was agreed, further, that if these libraries refused to lend temporarily to sister-libraries, materials required for serious work, however minute the risk of loan, and however minute the likelihood that the volumes in question would be called for while away, they refused to do a public service and fell short of the magnanimity that earned admiration, gratitude and like service in return.

The Enquiry Office

Accordingly, the Conference appointed a Joint Standing Committee on Library Co-operation to bring about in a private and informal manner a spirit of co-operation and mutual help among the University Libraries. This Standing Committee established an Enquiry Office at the University Library of Birmingham in February 1925. This Enquiry Office had for its field of operation all the University Libraries of Great Britain which contained nearly 10,000,000 volumes many of which were exceptionally scarce. This figure included over 15,000 incunabula and 50,000 English books printed before 1641. The Joint Standing Committee also took in hand the compilation of a Union List of the Periodicals in the University Libraries.

The Central Library steps in

In October last, the Information Department of the National Central Library took over the management of the Enquiry Office. During the five months from October to February, 717 enquiries chiefly for scarce books and periodicals, were received by the Department. Nearly ninety per cent. of these enquiries have been successfully dealt with with the help of the University Libraries and the Outlier Libraries. Another work of special value to University Libraries which the National Central Library has recently undertaken is that of informing University Librarians as to the discontinuance of periodicals in any University Library. The object of this service is to avoid the possibility of many less important periodicals being discontinued altogether in the country.

The Lesson for India

It is high time that a similar Inter-University-Library Co-operation is set up in our country. The Inter-University Board should take this up as one of the important practical problems to be tackled as early as possible. No doubt this would involve the setting up of some machinery and some addition to secretarial work. But it may be difficult for the Inter-University Board to get the necessary expert advice. The older Universities may be shy. They may be over-cautious, and they may ask for details before stepping in. But with tact and persistence it may not be impossible to bring in all the Universities into the scheme. What was begun as a private venture, living on voluntary contributions in 1925, has become a national service with assured permanence and greater possibilities in 1932 in Great Britain. Why should we not expect a similar future for the small beginning that the Inter-University Board of India may now make?

A DIPLOMA COURSE IN FINE ARTS, PRINTING, DRAWING, AND DESIGN

(E. S. Sunda Esq, B.A., B.L., Fellow and Member of the Academic Council, Annamalai University, Vakil, Madura, sends us the following scheme for a Diploma Course in Fine Arts, Printing, Drawing and Design.)

A.

1. *Model and object Drawing—Imitative work:*
   (a) Common objects,
   (b) Still life drawing in colour,
   (c) Plants and natural form,
   (d) Simple figure drawing from cast or life and in any medium.

2. *Memory drawing.* Some plants or objects from written description or from carefully examined objects for a few minutes which will be removed out of sight.

B.

3. *Decorative drawing* (Design):

(a) A given space to be filled with a coloured or shaded design based upon a growing plant, geometric form or pattern developed from lines and natural forms such as flowers, leaves, butterflies and shells.

(b) Designs for programmes, Book covers, Pannels, Borders (In European, Persian or Indian style, of various varieties).

(c) Geometrical drawing—Solid Geometry in simple position. Projection and prospective principle.

C.

4. *Drawing and Painting:*

(a) Landscape and sketching—Sketching from nature—Bold Pen and Ink, Pencil or Colour.

(b) Application of prospective principles and pictorial composition.

(c) History of Painting with special reference to South Indian Modern Painting. (Ravi Varma, Darmilla Rama Rao family school, Roy Choudary of the Madras School of Arts and others).

D.

5. *Commercial drawing:*

(a) 1. Cartoons and Caricature, 2. Picture for books and Posters for Walls, and 3. Designs for Advertising.

(b) Photography and Snapshots—Their place in modern newspaper. Archaeology and Architecture.

(c) Place of Pictorial Editor in newspaper. Relation of picture to news.

E.

6. (1) *Architecture and Sculpture:* (Ancient, medieval and modern) general principles.

(2) Indian styles—Cave and Temple, Jain, Buddhist, Dravidian, Pallava, Chalukyan, Vijaiyanagar and Saracenic style.

(3) Study of a particular Temple or Cave in any Tamil District.

(4) History and style of ornaments with relation to social life in South India.

FINANCIAL ASPECT

1. The syllabus is given for a Diploma Course for a year. Groups A, B, C, (compulsory) with one of D or E as optionals may be offered.

2. The courses may be run for the present "out-of" class hours either in the morning or evening to give opportunities for arts students to take to this course also. In framing time-tables for this course, non-lecture hours can be availed of. I have no objection to this course being run as a regular college course if it is possible. I would defer the idea of a college course for the University students but I recommend the start of a Training section for this reason. In the Presidency, though special qualifications are required from persons who are appointed as drawing masters many of them are not qualified, though they will take a course if it is available in the Presidency. As a training course is not available, the Education authorities are not now in a position to insist on the presence of qualifications in the present incumbents.

3. A Training Class if started will maintain our staff for the Diploma Course who can be made to work "out-of-class-hours" for Diploma people and for training students during regular college working hours. That will make the fee income sufficient enough to support the necessary staff.

4. The staff which may be necessary at the outset are.—

1. Asst. Lecturer in Fine Arts	Rs.	100 to 200
2. Pundit	Rs.	60 to 100
3. Attender	Rs.	20 to 30
	Rs.	**180 to 330**

Average is 510/2	Rs. 255 × 12	Rs. 3,060
Contingencies Rs. 25 a month		
Drawing materials	Rs. 25 × 12	Rs. 300
		Rs. 3,360
Monthly expenditure will be		Rs. 280

5. The fee that can be levied on:

(1) Art students who take the Diploma Course also may be Rs. 40 a year.

(2) Training students Rs. 60 a year.

N.B.—The fee is fixed with reference to the level now obtainable in Bombay, Baroda, Lahore schools.

6. The University can hope at the outset 20 students of the University class and 40 Training students at the lowest.

7. The fee income will be:

20 × 40	Rs. 800
40 × 60	Rs. 2,400
	3,200

8. So the recurring charges in excess of the estimated income will be Rs. 3,360—3,200 Rs. 160 per year.

9. Non-recurring expenditure at the lowest may be as follows:—

STUDENT FURNITURE—NON-RECURRING

	Rs.	A.	P.
Desk—Drawing with drawer	12	0	0
Chair—armless	4	0	0
Stool	1	8	0
Drawing Board 24 × 18	2	8	0
Easle	5	0	0
Per student	25	0	0
20 students	500	0	0

CLASS ROOM FURNITURE

Table 6 × 4 ft. with drawers two tables	50	0	0
Blackboard and easle	25	0	0
Blackboard materials as scale, divider	25	0	0
Geometrical models, toys, objects	250	0	0
Colour sets, oil and water	100	0	0
Sundries and miscellaneous casts, statues, etc.	550	0	0
	1,000	0	0

LIBRARY BOOKS

Charts and Pictures, Paintings, Architecture	200	0	0
Reference books	100	0	0
Library furniture	200	0	0
	500	0	0
Total	2,000	0	0

The recurring deficit can be made up in course of time as Training students may join in larger numbers hereafter. The Government will then insist on the strict observance of the qualifications in Drawing matters in recognised schools. The University will have to note also that the products and experimental work of the students will form the basis for artistic collection in the University, the value of which can be overestimated.

GLEANINGS

EDUCATIONAL DEFLATION

Dr. Paul Monroe, in his presidential address at the Regional Conference, on "Educational Deflation and Inflation," discussed this subject in relation to the present needs in education. In regard to deflation he says:—

"This decrease in the estimate of education that has gone on during the past few decades has, however, gone along with an unprecedented increase in public expenditures and private philanthropies for education. Consequently the process of deflation has been so subtle that the results are not recognizable until there comes a period of stress when the public and its authorities curtail their support of education with a lightness of concern which is very disconcerting to educators.

"I may mention four phases of this undervaluation of education; the first of these is that society will progress of its own momentum and without any further guidance and wholly as a natural result of each individual following freely his own self-interests has been deflated. In fact this idea disappeared with the Eden like complacency and self-satisfaction of the later 19th century. But the corresponding and related philosophy of education only reaches its final deflation in the deflation of the financial support of education in the present economic depression.

A second respect in which there has been an unconscious but profound deflation of the value of education is found in the view that education is the natural and uncontrolled development of the child's interests and the unthwarted developement of the child's attitude and choice—what used to be called the child's will—that such a procedure produces the desired and best results. While it affects the education of the home more profoundly than it has the school, this view, certainly individualistic, not to say anarchistic, has profoundly affected the life and character of the present generation. There has grown up a disregard for restraint, a disrespect for law, a hostility to social control, and in education a distrust of discipline in social life, a disregard for authority which now results in a distinct menace to our civilization.

But to such an extent has education been deflated that most of us take all these things as a natural and even desirable outcome, things for which we as teachers of our generation have little responsibility.

"In a third respect we need an inflation in education At this point the deflation that has gone on for years is due to scientific theory. The theory is that our mental life is determined largely by inheritance rather than by education. Many scientists say that three-fourths or nine-tenths of our mental life and resulting conduct is determined by human nature, by inheritance; only a small fraction is determined by education. Undoubtedly the deflation previously discussed was partially caused by the wide promulgation of this theory. I have no desire to challenge the scientific theory.. .. But if only one-tenth of the total make-up of an individual is due to education it is that one-tenth that determines how the other nine-tenths shall register. It is this marginal force that can be controlled and is responsible for what we call civilization and progress and puts in the hands of the teacher a greater power.

"A fourth point in which deflation in education has occurred is the relegation of deflated functions of other social institutions to the school. Therefore the school, in attempting to perform functions which logically or by evolution belong to other institutions and which it cannot well do, is itself deflated . . . . ."

In regard to the need of inflation in certain major fields of activity affecting the education of all the people, Dr Monroe lists health education, a rational workable and effective program of education for leisure time and adult education. Concerning the last of these he says·—

"When we come to deal with the third of these major expansions of the educational program, that of adult education, the radio and the cinema fall into their rightful place as educational instruments. In America, at least, we have thought of adult education as an extension of the schoolroom. It should be visualized beyond the schoolroom. There is a large place for instruction in the program of adult education; instruction in the various types of livelihood, agriculture, industry, commerce. So also has instruction in the entire range of intellectual interest. But the larger field is in the use of leisure time, in various forms of cultural activities Here the radio and the cinema may be made to play a large part. .. ..

"We need an inflation in education even more than we need it in material value or in money.

We need an inflation in our conception of education, in the part we as teachers have to play in our social and moral life, in the part in which organized education has to play in the development of the child We rightly hold that education includes both training and instruction, but minimise the part of the teacher in both. We surround the child with a mass of things to be learned, whereas he needs to be guided by the teacher in things worth. . . . . . . We need an inflation in our educational beliefs and practices. We need to receive greater value in return for what we have to give; we need to have more to give. We need a belief in training, in discipline as a proper function of education, and in the teacher as the proper source of that guidance."

(From WORLD FEDERATION NEWS, Vol. III No. 4. October, 1932.)

STATEMENT OF RECEIPTS AND CHARGES IN CONNECTION WITH THE EDUCATION WEEK.

Receipts.				
Sale of posters and booklets	Rs.	102	12	6
Advertisements	„	63	0	0
Donations:				
1. Muhammadan Educational Association	„	10	0	0
2. Beedi Merchants' Association	„	5	0	0
3. Tanjore District Teachers' Guild	„	20	0	0
4. Salem District Teachers' Guild	„	5	0	0
5. Constituent Associations	„	18	0	0
From the Union Funds	„	25	13	3
Total	„	249	9	9

Expenditure.				
Printing	Rs.	157	0	0
Postage	„	54	14	9
Contingencies	„	4	11	0
Purchase of October and November issues of the South Indian Teacher	„	18	0	0
Allowance to the clerk for extra work	„	15	0	0
Total	„	249	9	9

TREASURER'S NOTICE.

The attention of those guilds in arrears of affiliation fee to the S. I. T. U was drawn by a notice in the October issue of the 'South Indian Teacher.' Since that the following guilds have remitted the amount shown against them.

Chengleput	Rs.	15	0	0
South Arcot	„	50	0	0
Kurnool	„	30	0	0
Tinnevelly	„	39	0	0

The Secretary, Malabar District Teachers' Guild, has not replied so far in spite of our reminders. Bellary District Teachers' Guild is in correspondence with the S. I. T. U. office.

Further attention is drawn to the resolution passed by the Working Committee of the S. I. T. U. to disaffiliate those guids which are in arrears of affiliation fee.

Treasurer, S. I. T. U.

FROM OUR ASSOCIATIONS

THE KURNOOL TEACHERS' GUILD

The Annual Conference of the Guild was held on Monday the 10th instant in the Coles Memorial High School, Kurnool, at 12 noon. About fifty members were present. Many lady teachers attended. A number of departmental officers were present.

Mr. M. Kannaiya, the Chairman of the Reception Committee, welcomed the delegates in a short speech in the course of which he spoke on the working of the Guilds and the importance of the Secondary Education Board and District Educational Councils.

Miss I. A. Williams, B A, L.T, the Sub-Assistant Inspectress of Girls' Schools, Kurnool, opened the Conference. In her interesting speech, she pointed out how the modern educationist with his broad outlook on life could bring happiness to the world which at present is in a stage of social, religious and economic transition.

The following programme of lectures was gone through:—

1. "The Teaching of Science in Secondary Schools" by Mr. K V. Subrahmani Sastry, B.A, L.T., of Md. High School, Kurnool

2 "Some Thoughts on our Professional Problems" by Mr. K. N. Pasupathy Iyer, B.A., L.T., of the Municipal High School, Kurnool.

3. "The Teaching of Geography" by Mr Nilakanta Rao, B.A, B.Ed. of Coles Memorial High School, Kurnool.

The Conference re-assembled for the second session with M R Ry T. R Srinivasamurthi Garu, B.A., L.T., retired Headmaster, in the chair and discussions on the following subjects took place:—

1. "Some Difficulties in the Teaching of Vernaculars" by Mr A. V Subrahmania Sastry of Kurnool Municipal High School.

2. "Rural Reconstruction work by the Teacher during the Holidays", by Mr K. Parthasarathy Iyengar, B.A, L T., of Atmakur

3. "Co-ordination of School Work in the District" by Mr. Raja Sarma of Nandyal Municipal High School.

4. Mr. M. Venkataramaiya of Coles Memorial High School gave an interesting lecture on "The Need for Libraries" in Telugu.

5. A lively debate on "The Teaching of English Non-detailed Texts in the Lower Forms" was led by Mr. S. Radhakrishna Iyer, B.A., L.T., of the Municipal High School, who pleaded for the abolition of non-detailed study up to the Fourth Form and this was opposed by Mr. K. N. Pasupathy Iyer, B.A., L.T., who urged the retention of the same. After a few supplementary speeches the house voted for the opposition.

After some suggestive and interesting remarks by the President the Conference adjourned to the Government Training School where the town teachers were "At Home" to the Guild members and visitors.

The Conference then proceeded to elect the following office-bearers for the coming year with Mr. R K. Kuppuswami Iyer, B.A., L.T., Vice-President, in the chair:—

1 *President*—Mr. B. J. Rockwood, M.A., B.D., Principal, Coles Memorial School, Kurnool.

2. *Vice-President*—Mr. R. K. Kuppuswami Iyer, B.A, L.T., Headmaster, Municipal High School, Kurnool.

3. *Secretary*—Mr. G. Siva Rao, B.A., L.T, Municipal High School, Kurnool.

4. *Joint-Secretary*—Mr. Sankaranarayana Iyer, B A., L.T., Government Md. High School, Kurnool.

5. Three additional members of the Managing Council are Messrs. M Venkatasubbaiya, B.A., L.T., Headmaster, Government Training School, Kurnool, G C. Venkatasubbaiya. B.A., L.T., Headmaster, Municipal High School, Nandyal and K. Parthasarathy Iyengar, B.A., L.T., of Atmakur Board High School

6 The Guild's representative on the S. I. T. U. executive being Miss Vairamuthu Ammal, B.A., L.T, Headmistress, Government Middle School for Girls, Kurnool.

The following resolutions were passed at the meeting:—

1 The Guild requests the S S. L. C. Board to frame the examination time-table so as to have only one question paper a day as in the case of University Examinations in view of the serious fatigue and strain on the candidates.

2. The Guild appeals to the authorities concerned for a separate representation of Assist-

ant masters on the District Educational Council, the Senate, the S. S. L. C. Board, the local bodies and the Legislative Council.

3. The Guild thanks the District Board, Kurnool and the Municipalities of Kurnool and Nandyal for having paid T. A. to teacher-members who attended the last Provincial Educational Conference at Madura.

4. The Guild appeals to all its affiliated Associations to celebrate the Education Week suitably throughout the district and to Kurnool town teachers to form a committee for observing the week in the town.

5. The Guild requests the office-bearers to take immediate steps for recovering the Guild records and the balance of funds from the ex-Secretary.

6. The Guild requests its Managing Committee to take steps for forming Teachers' Associations in a few of the mofussil schools in the district where they do not at present exist and get them affiliated to it.

7. The Guild thanks Mr. Hari Singh and his dramatic troupe for contributing Rs. 75 to meet the Mahanandy Conference deficit by giving a benefit performance.

8. The Guild resolves that the first charge on the money collected from the ex-Secretary must be the payment of the balance of Mahanandy deficit

9. The Guild appeals to all teachers of the districts who have not joined the Protection Fund to enroll themselves immediately as members in view of the growing popularity of the institution.

10. The Guild approves of the S. I. T. U's recommendation to raise the delegation fee for delegates attending the Provincial Educational Conference from annas four to Re. 1 and to the payment of 50% of the total fee thus collected to the S. I T. U. to meet its growing expenditure.

At night under the auspices of the Guild, the pupils of the Municipal High School, Kurnool, ably guided by Mr. Kannaiya, put on boards Shakespeare's "Julius Caesar." Mr. K S. Venkatachela Iyer, B.A., B.L., the District Judge, presided. Several distinguished officers and ladies were present and appreciated the performance.

THE CUDDAPAH DISTRICT TEACHERS' GUILD

In order to start the Cuddapah District Teachers' Guild, a conference of all teachers in the district was summoned for the 12th November. The Conference assembled in the Municipal High School and was presided over by Janab Ghulam Dastagir Sahib, the District Educational Officer. It was then resolved to form the Cuddapah District Teachers' Guild. A small sub-committee representing practically all schools and interests was then elected to draw up the constitution of the Guild and to indicate the lines on which Guild work may be carried on.

The sub-committee has met and drafted the constitution which will be circulated among all the committee members and then placed before the conference to be held sometime in December.

CHITTOOR DISTRICT TEACHERS' GUILD

The Annual Conference of the Chittoor Teachers' Guild was held in the Besant Hall of the Theosophical College, Madanapalle, on the 19th and 20th instant, with Mr. G. V. Subba Rao, M.A., Principal of the Rishi Valley High School, in the chair. There were representatives from Chittoor, Vayalpad, Pakala, Rishi Valley and the Secondary Schools of the locality. The delegates were the guests of the Joint Associations of Teachers of Madanapalle centre Messrs. E. N. Subramaniam and S. Srinivasan were in charge of the arrangements for boarding and lodging of the delegates, and they made the delegates feel quite happy and comfortable.

The proceedings began with prayer by persons belonging to different religions. Mr. J. Daniel then welcomed the delegates in a short speech The report for the year 1931-32 was then read by the Secretary and adopted. Next, the President in his opening speech referred to the tragedy of world conditions in which the past gave us no guidance. There are new demands which require new solutions. The world was falling to pieces and education was a potent factor in its re-construction. But the present system of education should be swept away; the University kills the brains; the schools have no purpose and no direction. It is all mere drifting. "We are frittering away our energies." Teachers should give up their conservatism and train the future citizens to develop every side of the young ones, and fit them up for life conditions. He was of opinion that federations and conferences as at present conducted were not of much value. He wanted an organised effort to understand and carry on the work of Education to make it the thing for our children to lead better lives in this world.

The first discourse for the day was by Mr. D. Gurumurthi, M.A., on "Fundamentals in Education." He said that true Education was from birth to death, a life-long avocation. The aim of

Education is to realise life's purpose, so that the best in each individual may attain its highest. To fulfil this aim, he would like to insist upon the conception of the individuality of the child and his liberation from the suppression at home, school, society and the world. The role of the teacher is only to draw out the inherent abilities and stimulate the mind of the child. Conscious, well-directed direction was necessary. Principles of self-control for his own individual development should be imparted. He also referred to the part played by the home in the Education of the child and to the necessity of coordination. Education was not the work of the community called teachers but the combined work of the home, school, and the world and such an Education would produce a full individual with creative power, emotional and moral nature.

Mr. K. Sathianarayanamurthi followed with a paper on "Schools and Social Uplift." According to him the best place for social uplift is the place where the so-called depressed classes live and the schools ought to take up the burden of their uplift The work can be divided into three branches: to improve their health and sanitary conditions, to better their economic condition and to see that they do not feel for being Hindus, as their neighbours, who are converts to Christianity, are better cared for. Their Education, besides giving them merely a knowledge of the three R's, should show them ways and means to improve themselves in all directions. With a few remarks from the chair, the morning session came to a close.

At a business meeting of the Guild held at 2 p.m., the office-bearers for the ensuing year were elected:—

President—Mr. J. Daniel, B.A., L.T.

Vice-President—Miss C. Wyckoff.

Joint Secretaries—Messrs. A. S. Venkataraman and P. L. Ramanatha Rau.

After this business meeting, Mr. K. T. Krishnaswami Iyengar, M.A., led a discussion on "What is wrong with our Educational System?" He opened his discussion with his own experiences as a teacher for a period of seven years in traditional institutions with the ordinary methods, with a welcome freedom and love. His view was that the whole system weighs heavily on the hearts of pupils, examinations looming too large. Teachers should develop their own technique. He pleaded for a radical change of the system. Individual attention was necessary. Students should be trained to adapt themselves to life in different conditions The present system was a blind alley, out of touch with life. There was an interesting discussion in which many took part. Some referred to lack of personality in the teacher; a few declared that examinations were necessary evils; that the present system was not so bad after all, though some changes were necessary. The Chairman declared that no gloomy foolishness of pessimist or the drunken philosophy of optimism will help us. Teachers should be buoyed up by a spirit of adventure, with the hope of removing the cob-web of superstition and tradition. The first day's conference was over.

On the next morning, an excursion to the Rishi Valley was arranged. A party of about 30 drove to the Rishi Valley and reached it at about 9 a.m. Till 12 noon, the party was taken round the houses and school by Mr. G. V. Subba Rao. The laundry and the dairy were also visited. The site chosen for this school is about 10 miles from Madanapalle. It is an ideal place for such a purpose, in a valley about 2,300 ft. above sea-level. Everything about the school was neat and clean and the whole atmosphere was highly educative. Here the old National School of Adyar was transferred in September 1931 and the ideal aimed at is the training of the children to lead happy, healthy and useful lives. Mr. Subba Rao is carrying on a great educational experiment here and he is ably helped by a band of self-sacrificing young men to achieve the ideal set before them. After dinner in the hostel attached to the school, the party drove back to Madanapalle which was reached at about 1 p.m.

At 2-30 p.m., there was a continuation of the business meeting of the previous day. A committee was appointed to consider certain amendments to the rules of the Guild, with Mr. Y. Rama Yogi as the convener.

After tea, Mr. H. Sundara Rao, M.A., spoke on "Morality and Education." He said that moral and spiritual qualities were necessary for public life, as well as intellectual ones. But mere intellect would not save the world. To lead perfect life means a life of truth, beauty and goodness. The present system of Education is divorced from life and so it is intellectual without satisfying the daily needs of spiritual and moral lives. He concluded by saying that a moral code, elastic and progressive, was necessary, that the conflict between intellect and morality should be put an end to and ethical ideas of morality should be developed.

Mr. J. Daniel followed with a thought-provoking lecture on "Creative Education." Students

could be divided into three classes: imitative, improving upon originals and creators of originals, and the last was the best. The second set of boys could be encouraged to create, but only by degress. They should be brought into contact with broader and better minds. Visits to famous places and museums would have great effect upon them. They should be encouraged to assert themselves in debating societies. The third set of students were highly intellectual and imaginative. But their qualities would get dwarfed for lack of facilities. Therefore they may be encouraged to run their own magazines, to collect specimens for the school museum, and manufacture the apparatus required for any easy experiment in which they are interested. Dramatisation was another channel in which their imaginative powers could profitably led.

The last paper of the conference was on "The Science of History and its place in Schools" by Mr. B. Rajagopalan, M.A., of the Rishi Valley High School. In the course of his interesting paper he condemned the present system of Education because it produced the educated helpless. It taught expensive habits and false standards of life. The system should change, making Education real preparation for life, to overcome all life's difficulties. He next referred to the position of History in schools, imparting indeterminate knowledge through cheap text-books, making the course dull. He emphasised upon the fact that History completes the study of the scientific subjects and teaches man his insignificance in the world. It broadens his outlook and leads to an understanding of human mind in humanity; it engenders respect for man. It produces a historic mind—an impartial mind to view things impersonally. In conclusion, he suggested how History should be taught in the different stages of the school, beginning from the biographies of great men and hero-worship.

At the end of the open session of the conference the following resolutions were passed:

1. This conference requests the Guild to arrange before the end of March 1933 a Refresher Course in Geography with the help of the Madras Geographical Association.

2. This conference is of opinion that, in view of the large volume of discontentment about the methods of teaching now in vogue, the District Guild may organise, with the help of the affiliated associations, group discussions about the teaching of the different subjects, with a view to find out improved methods of teaching the subjects which would secure as much emphasis as possible on the importance of individual work; and the Guild may provide facilities for taking stock of the results achieved by the experiments conducted along the new lines.

3. In response to the appeals made by the S. I. T. U. that no teacher should remain outside the teachers' organisation, this conference requests the executive of the Guild to take effective measures to help in the formation of teachers' associations in schools where they do not exist at present and secure the affiliation of such associations to the District Guild.

4. In view of the fact that the security of tenure of teachers and a reasonable scale of salaries are essential for sound healthy Education, this conference requests the District Guild to carry on intensive propaganda to bring about greater solidarity among the teachers and import the vigour and spirit of the Trade Union organisations into our teachers' organisations.

In his concluding remarks, the President said that something was wrong with our present educational system and that with the limitations we have to labour under, we should recognise that work is important and therefore we should push on with the tools we have and make the best of what is available. He exhorted the teachers to organise their activities so that time and energy may be saved and knowledge and skill may be gained

With a hearty vote of thanks to all concerned, proposed by Mr. A S. Venkataraman, the conference came to a close.

EDUCATION WEEK

CELEBRATIONS IN CHITTOOR

With a view to concert measures for the celebration of the Education Week in this centre, a preliminary meeting of teachers and others interested in Education, was convened by Messrs. A. S. Venkataraman, B.A., L.T. (Secretary, District Teachers' Guild, Chittoor) and P. L. Ramanatha Rao, B.A., L.T. (Secretary, Teachers' Association, B. H. S., Chittoor). It was presided over by Mr. C. R. Parthasarathy Iyengar, B.A., B.L., M.L.C., and a representative Working Committee was formed with Mr. A. S. Venkataraman as convener. A tentative programme was also drawn up for the celebrations from 24-10-1932 to 30-10-1932

At a subsequent meeting of the Working Committee a detailed programme was drawn up, the special feature this year being the allotment of a day for children on Thursday, 23-10-'32. To enlist the co-operation of the Elementary Schools of the locality, the Working Committee met the Headmasters and Headmistresses and arranged the items for the "Children's Day."

The first day's meeting was held in the Board High School Hall, with Mr I. M. Fraser, I.C.S., Collector, in the chair. Mr. E. Chengal Rao, B.A., B.L., addressed the gathering on "What Parents expect of the Teacher" In the course of his speech, he pointed out that the system of Education was defective in that it produced men fit for clerkships and not for anything else. He laid stress on the importance of teachers paying special attention to religious and moral instruction to the pupils. He then referred to the advantages of having residential institutions like the ancient Gurukulas, to ensure constant living touch between teachers and the taught Some of the teachers could look after the physique of the boys, while some more could make boys take more active interest in games and promote *esprit de corps*. They must try to secure the co-operation of the parents. "If teachers and parents work together in sacred partnership, in all sincerity, then very many defects existing at present will soon be wiped out" In conclusion, the lecturer vehemently pleaded for agriculture as one of the school subjects. These steps, in the opinion of the speaker, would put an end to the policy of drift and the army of the educated unemployed

This lecture was followed by another by Mr. Muhammad, M.A., LL.B. (District Educational Officer), on "What Teachers expect of Parents" in the course of which he said that the only aim and ambition of a parent in general was to see that his boy got his promotion year after year. While agreeing with the previous speaker that the system of Education was much to blame, he said that residential schools would remove the defects, as the teachers at present could not pay individual attention to the whole troop of boys entrusted to their charge. The parents should go to the teachers to ask them about their boys. They should take keen interest in the boys, and check and correct their ways and habits. The public and the parents should consider that the educational institutions are bodies in which they have much interest and look upon them as part and parcel of their household.

With a few remarks from the chair and the vote of thanks proposed by Mr. S. S. Pillay, B.A., L.T., of the Government Training School, the meeting came to a close.

Earlier in the evening, there was a Mothers' meeting held in Dr. Varadappa's Girls' School, with Mrs N. R. Fraser as President, at which Miss Kumuthavalli and Miss P. Subbarathnam spoke, the former in Tamil and the latter in Telugu.

On Thursday, 25-10-1932, the meeting was held in Dr. Varadappa's Girls' School with Mr. A. Seshagiri Rao, B.A, B.L, Subordinate Judge, in the chair. Mr. C. R. Parthasarathy Iyengar, Advocate, speaking on "Educational Ideals of Ancient India," said that Education was sought for out of love and for its own sake in those days. The great secret of Education was to train oneself and in his turn to impart that to his fellows. Education consisted in training all the three great forces, physical, mental and moral. He also said how the present-day Education might be modified by imparting special training to our youths in particular subjects and by an increased teaching of religion and morality.

The President emphasised upon the imperative necessity to start a League of Parents and Teachers. Mr. K. Natesa Iyer of the Sherman Girls' School proposed the vote of thanks.

The third day's item included a Women's meeting in the Janda Street Girls' School, with lectures on "Health of School Children" by Dr. Mrs Bedford and Miss C. C. Wyckoff; Mrs. Ganapathi Rao presided. The Men's meeting took place in the Bangari Zamindar's Secondary School, with

a lecture by Dr. W. V. Perumal, District Health Officer, Dr. U. Ganapathi Rao presiding. The lecturer was sceptic about the results of the medical inspection of school children. He pointed out the significance of mental tests and the importance of social reactions. The President urged the necessity of appointing a medical man in each school in order to achieve the full results of a systematic medical inspection. With a vote of thanks by Mr. S. T. Ramaswami Iyer, the function came to an end.

Thursday, the 27th, was set apart for children. The schools in the locality worked from 8 a.m. to 10 a.m. and were thrown open to parents to visit the school. Some of them availed themselves of the chance of seeing the schools at work. At 3 p.m. there was a procession of school children, 800 boys and 600 girls, through the principal streets, each school with its own banners and festoons, with an Indian Band in attendance. The demonstration had the desired effect of drawing into the streets the parents and others, on account of auditory and visual appeals. At 4-30 p.m. the boys gathered in the Collector's compound and the girls in the compound of the Beattie Memorial Training School. The programme in each case was short, pleasant and interesting. Certain Gosha ladies also attended the girls' demonstration. The occasion was the first of its kind and the gathering unique. At 6 p.m. there was a lecture in the Preparatory Section of the Board High School, by Miss D. Weerd on "Does our Education prepare for the actual experiences of life?" with Mr. E. Chengal Rao in the chair. She described the various technical and vocational courses for school children and remarked that India was in sore need of some of them.

The next day's meeting was held in the Government Secondary Training School, with Mr. Muhammad, M.A., LL.B. (District Educational Officer) in the chair. Mr. John Peter, M.A., Dip Ed. (Columbia), Voorhes' College, Vellore, spoke on "Schools I have seen." He gave a vivid account of American life which is governed by some system or other in every walk of life. He said that Rochester was the Mecca for American Education, as there were ten public schools there, imparting practical training and courses of study in all sorts of subjects. He spoke of Junior and Senior High Schools, the former paying special attention to the particular needs of the localities, so much so, that students leaving the Junior High Schools could immediately enter into life and earn their bread. Some of the students who passed brilliantly went to Senior High Schools and thereafter to Universities and so on. In every Junior School, there was vocational guidance. He next referred to the absence of centralisation of Education. He then explained how Progress Cards are maintained at every stage of the students' career. He also spoke about one-teacher schools and the good work done by them, and also about the travelling Rural Libraries. He concluded by declaring that training in good citizenship and personality were the two factors to be noted in the American system. In the end he answered some questions and incidentally gave an account of his own life in America.

With the concluding remarks of the President and a vote of thanks proposed by Miss C. C. Wyckoff, the function came to a close.

The last day's meeting was held in the Sherman's Girls' School. Rev. De Wolfe spoke on "Adult Education" and Mr. V. Ramaswami Iyer, M.A. (Retired Deputy Collector) presided. From his personal experience, the speaker thought Elementary Education as taught in the schools did not go far to meet the real needs of the locality. He said that the untouchables and the masses at large must be uplifted by Adult Education. Educated men in towns and cities should devote some time for the literacy and uplift of the village folk. Night Schools of the right kind are required. The village adult must be made to realise the advantages of attending these classes, and he described the various methods by which this may be done. He concluded observing that with the advancement of Adult Education, the country is bound to prosper, with peace, plenty and union. The President appealed to the gathering to remember the wholesome advice, and advised each one to try his best to use his leisure hours for the uplift of his neighbours and fellow-beings. Mr. A. S. Venkataraman proposed the vote of thanks.

A sum of Rs. 32-1-0 was collected by way of subscriptions and the whole amount was spent on lighting, sweets to school children, printing, stationery charges, etc

The organisers take this opportunity of recording their sense of deep gratitude to the public of Chittoor for their hearty co-operation in making the celebrations this year also a grand success. They also thank the members of the teaching profession who assisted in the successful celebrations.

CUDDAPAH

The second South Indian Education Week was celebrated for the first time here on the 10th, 11th and 12th November. Our celebrations could not synchronise with those in other parts of the Presidency as we got notice about it rather late.

In order to enable all schools to participate in the celebrations, a meeting of all teachers was held in the Government Girls' Middle School. The meeting was representative of all schools and the attendance was quite large. Mr. Syed Ameeruddin, Headmaster, Municipal High School, explained the objects and aim of the Education Week in a brief speech. Then a committee consisting of all Headmasters was elected to draw up the programme and Messrs. J. T. Todman and Syed Ameeruddin were elected President and Secretary respectively. The Education Committee drew up a very interesting and varied programme.

The functions on the first two days were held in the Muddu Krishna Theatre. M. R. Ry. K. S. Ramaswami Sastri Avl., B.A., B.L., our District and Sessions Judge, presided over the first day's meeting. The programme for the day comprised entertainments such as Kolattam, Gubbi, humorous recitations, dialogues, playlets and lectures. All the schools evinced a very keen and lively interest in the proceedings and contributed not a little for the success of the function. The programme was gone through successfully and the audience highly appreciated the several items of the programme. The hall was full to overflowing. Several thousand school children and a large number of ladies and gentlemen attended the function. On the whole the meeting proved a unique success.

The programme for the second day was no less interesting and instructive than on the second day. M. R Ry S. Sarvothama Rao Garu, B.A., L.T., Retired Headmaster, presided over the function. The audience seemed to be much interested in the proceedings. The several schools did their part exceedingly well and won the approbation of the audience. Besides the usual recitations, Kolattam, playlets, there was a very interesting performance of magic by one of the students of the Municipal High School. This item proved the most interesting part of the day's programme The cards and sleight of hand tricks and ring tricks proved so successful that the audience was spellbound during the performance. The feats were performed with such skill and cleverness that the audience took the performer for an expert magician This over, the Secretary of the Education Week Committee thanked all ladies and gentlemen who in one way or another were helpful in making the week a success

An Educational Exhibition was held on the third day in the Branch Secondary School. Through the energetic efforts and enthusiasm of the District Educational Officer, Janab Ghulam Dastagir Sahib, a large number of exhibits had come from others schools in the district. The local schools also contributed a major portion of the exhibits. The Exhibition was opened by the District Educational Officer before a select gathering of the elite of the town. The exhibits had been very beautifully and artistically arranged in the school. Exhibits consisted of card-board models, paintings, historical and geographical maps and charts, wood-work exhibits, wool and beads work, crayon work and other interesting exhibits. One room was set apart for demonstrating weaving, dyeing and printing. The students of the Municipal High School were actually at work assisted by their teachers. Visitors were most interested in the work and they spent most of their time in this room. The Exhibition on the whole proved a tremendous success, far beyond the expectations of the organisers.

Of all the exhibits about three need special mention. One of the Elementary School teachers of Proddatur had drawn the Cuddapah District map with hand. The map was so perfect in every detail that to a superficial eye it looked like a beautifully printed map. It was much appreciated by the visitors. One P. Venkataswami, a student of the VI Form, Municipal High School, Cuddapah, had written about 112 letters on a single grain of rice.

A mistress of an Elementary School had made a beautiful globe out of an ordinary earthen pot, the globe containing all the information and details.

Throngs of ladies and gentlemen visited the Exhibition and were very much interested in it. On the first day it was kept open for ladies while on the second day, it was reserved for ladies.

A small committee of judges went round the Exhibition stalls and recommended certificates of merit and prizes to the best exhibits About 70 certificates of merit and prizes were awarded.

A meeting to award prizes was held in the Municipal High School with Khan Bahadur Janab Javad Hussain Khan Sahib Bahadur, Bar-at-Law, in the chair Almost all the district officials and a large number of the elite of the town were present.

After prayer, the President called upon the Secretary, Janab Syed Ameeruddin Sahib, to read the report.

The Secretary, in his brief report, explained the objects and aim of the celebrations and gave a succinct account of them. After this the President distributed certificates of merit and prizes. Each prize-winner had brought the exhibit for which prize had been recommended. The Pre-

sident and the audience were much interested in the exhibits. After the concluding speech from the chair, the meeting terminated.

MAYAVARAM

The Education Week celebrations were organised under the auspices of the local Secondary School Teachers' Association, Mayavaram. The function began on the 31st October 1932, with the opening of an Educational Exhibition containing geographical maps, historical charts and manual training articles, by M. R. Ry. Diwan Bahadur V. R. Kuppusami Iyer Avl., Retired District Judge, who presided over that day's celebrations.

The day being the "Parents' Day," was taken advantage of for the celebration of the anniversary of the Parents' Association which was started last year in this town.

Mr W Chackrapani Naidu, B.A., B.L., the local Munsiff and the President of the Association, gave an instructive discourse on "Some Aspects of Secondary Education." In the course of his address he stressed the need for religious instruction in schools to rouse the moral consciousness of the boys. There was some justification, he said, for the charge that Secondary Education did not reach the masses and in this connection he thought that vernacularisation of the medium of instruction in non-language subjects was not attempted fairly. While University Education, research studies, correspondence and business in Government offices and local bodies, the business of the lawyer and of the doctor were all conducted in the English language, the parent felt puzzled that Secondary Education alone was sought to be segregated as it were by the half-hearted exhortation to conduct it in vernacular. The parent must therefore be sympathised with, if he expressed himself against vernacularisation in the Secondary course only. At the same time there was no reason why better attention should not be paid to vernaculars and to the study of Sanskrit both by the teacher and by the student. Vocational training should be confined only to prevent the boys from becoming snobbish and treating with contempt the trade with their elders were pursuing It was meaningless to push the training to greater lengths.

Mr. K. Rajagopala Iyengar, the Secretary of the Parents' Association, then read the Annual Report for the year and the same was recorded.

With the concluding remarks of the President and the usual vote of thanks proposed by Mr. N. Srinivasa Iyer, the Joint Secretary of the Association, the proceedings terminated.

On the second day (1-11-'32), the annual athletic sports were held in the Rajanthottam Grounds. The students of the Municipal High School, Mayavaram, and of the National Secondary School took part in the various events.

On the third day (2-11-'32), M. R. Ry. V. Raghava Iyengar Avl., M.A., L.T., Headmaster, M H. S., Mayavaram, read a thought-provoking address on "Schools as Social Centres" under the presidency of M. R. Ry. D. Vaithinatha Dikshathar Avl., B.A., B.L., Advocate, Mayavaram.

On the fourth day (3-11-'32), a lecture on "Teachers of To-day" was delivered by Mr. A. V. Thiagaraja Iyer, M.A., L.T, under the presidency of Dr. D. K Chandrasekhara Iyer, M.B.B.S.

On the fifth day (4-11-'32), Mr. M. K. Ramamirtha Iyer, B.A., B.L., Advocate, spoke on "Rural Education" under the presidency of Mr. R. Rangasami Iyengar, B A, L.T., Headmaster, Government Training School, Kornad.

On the last day of the week (5-11-'32), the "School Day" celebration and prize distribution of the Municipal High School, Mayavaram, were celebrated under the presidency of M. R. Ry. Rao Bahadur C. S. Subramaniam Pantulu Garu, B.A., B.L. The proceedings commenced with prayers, recitations, songs and dialogues by the pupils. The Headmaster read the Annual Report of the school for the two years ending 31st March 1932.

After the distribution of prizes, the President, in his concluding remarks, complimented the prize-winners and reciters and pointed out that the passages recited covered a wide range of subjects, and formed an answer to the question raised by the speakers in the Education Week regarding moral and religious instruction in the school He appreciated the level of the recitations, which was quite high and specially commended the educative value of the recitation dealing with "Life in many lands." He was of opinion that High Schools seemed to be nobody's concern and this was one of the reasons for the poor equipment of Secondary Schools. He stated that the teachers did their best under the circumstances, and certainly deserved to be better appreciated than at present. There was no use magnifying minor points of administrative detail like note-books and text-books into grave defects, while the teachers were working against heavy odds.

With a vote of thanks proposed by M. R. Ry. V. Raghava Iyengar Avl, Headmaster, Municipal High School, Mayavaram and the President of the Secondary School Teachers' Association, the day's function and the celebration of the Education Week came to a close.

NOTES BY THE WAY

(BY SEARCHLIGHT.)

Much is talked of "Parents' Associations" or "Parents and Teachers' Associations." Educational journals devote a good deal of space to propagate the need for such associations; even a professional journal like the "South Indian Teacher" gives prominence to its activities; the premier Teachers' Association of this Presidency, the S. I. T. U, encourages the formation of such associations in the Education Week celebrations organised by it.

* * * *

What are the functions of an association of that sort? Nobody has attempted to define them. Teachers are courting a new menace to their integrity and to their existence by encouraging the organisation of such associations.

* * * *

A Parents' Association may be an useful adjunct to a school in the United States of America or in a modern European country What is its purpose in India and especially in the Presidency of Madras? Are we justified in transplanting an entirely foreign institution on our soil without considering the rainfall and weather conditions of our country?

* * * *

In the Presidency of Madras most of the teachers are trained teachers with an expert knowledge in the methods of teaching the various subjects they handle. Further, there are "refresher courses" to keep them abreast with the latest development in the matter of the subject or the method of teaching that particular subject. A Parents' Association cannot do any useful work in changing the methods of teaching of any particular subject in a school curriculum.

* * * *

The various subjects that are to be taught in a school are fixed by the Department of Public Instruction and these are departmental syllabuses to guide the teachers in each of the several subjects Teachers have to cover all the portions of the syllabus of each of the several subjects of a school curriculum. A teacher cannot leave a particular subject or add a new subject on account of the influence of the Parents' Association.

* * * *

Text-books are prescribed by the Headmasters of schools in consultation with his assistants and these books are to be among those approved by the Government of Madras in its Text-book Committee. In making the choice from out of the books approved by the Text-book Committee, Headmasters and their assistants who know the average capacity of each class of the school are the best authority and not the Parents' Association.

* * * *

In matters of discipline the Headmaster is to be guided by the Madras Educational Rules. The District Educational Officer and a host of his deputies are keeping close watch on the schools in their area on every one of these details, be it a method of teaching a subject, a text-book or a syllabus.

* * * *

Hence it can be easily understood that a Parents' Association cannot help the school in any way.

* * * *

Some parents have already begun the unpleasant task of criticising the teachers, their methods of teaching and their text-books when invited to the school on the "Parents' Day" of the Education Week

* * * *

A few parents even desire to sit in the several classes and pass strictures on the teacher! A new dispensation indeed!! Even the D. E. Os feel it very delicate to criticise a teacher adversely even when the teacher is in the wrong. These parents consider themselves to be witnesses and criticise teachers and pass strictures on them even when the teachers are in the right. Is there no remedy for teachers?

* * * *

Teachers can only exclaim: "Save us from our friends, the S. I. T. U., its Education Week and its Parents' Day'."

THE 25TH MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, TRICHINOPOLY

BULLETIN NO. 1.

The Madras Provincial Educational Conference will hold its twenty-fifth session at Trichinopoly in May 1933. A Reception Committee with M. R. Ry. V. Saranatha Iyengar Avl., M.A., President of the District Teachers' Guild, as Chairman, has been formed, and has set to work in right earnest It is making all arrangements in the expectation of a record gathering, seeing that the Conference will synchronise with the celebration of the Silver Jubilee of the South India Teachers' Union.

EDUCATIONAL EXHIBITION

Along with the Conference will be held a provincial Educational Exhibition, designed to give an idea of what teachers and pupils in schools and colleges are doing and to give practical guidance to teachers by emphasising modern tendencies in educational development. Heads of educational institutions of all grades and kinds are earnestly requested to co-operate towards the success of the Exhibition. Medals and certificates will be awarded to the best exhibitors. A detailed list of the kind of exhibits invited is given in Appendix A.

REFRESHER COURSES

There will also be two Refresher Courses, one in Geography for the benefit of Secondary teachers, and the other for the benefit of Elementary teachers in subjects suited to them These will be conducted during the week before the conference The co-operation of Government educational authorities, managements of aided schools, heads of local bodies, and teachers is earnestly solicited in this task of making the teacher up-to-date and efficient

AUXILIARY CONFERENCES

A number of auxiliary conferences will be held during the week. These will be the Geographical Conference, the Physical Education Conference, the Pandits' Conference, the English Teachers' Conference, and the Hindi Conference, the last two being new features of this session of the Provincial Conference All interested in these auxiliary conferences are cordially invited to put themselves in touch with the organisers.

DELEGATES' COMFORTS, ETC.

The Hospitality Committee is arranging for a hearty reception to the delegates. The Entertainment Committee will provide recreations for them, while the Excursion Committee, besides publishing a Guide Book dealing with notable places and objects in and around the city, will arrange for excursions to places of interest.

CONCLUSION

It is the ambition of the Reception Committee to make an all-round and effective educational demonstration during the week; to help the S. I. T. U. start on a career of increasing usefulness, by the establishment of a Permanent Fund; and to prove in all possible ways the willingness and the capacity of teachers to do their duty by the country. It, therefore, appeals to the teachers, the managements, the parents and the enlightened public for their fullest co-operation and active support.

S. T. RAMANUJA IYENGAR,
General Secretary,
Reception Committee.

Trichinopoly,
23—9—1932.

APPENDIX A.

DETAILS OF EXHIBITS.

All exhibits relating to education are welcome; but for the benefit of intending exhibitors, the following heads are given:—

1. Experiments in Child-Psychology.
2. Experiments in Educational Methods.
3. Elementary School Work.
4. Educational Charts.
5. Educational Statistics.
6. Apparatus and Appliances.
7. Vocational Education.
8. Manual Training.
9. Scout-Craft.
10. Fine Arts.

APPENDIX B.

WORKING COMMITTEE.

XXV PROVINCIAL EDUCATIONAL CONFERENCE, TRICHINOPOLY.

1. Mr V. Saranatha Iyengar, Chairman, National College, Trichy.
2. Mr M. C. Rajagopala Naidu, Vice-Chairman, High School, Srirangam.

3. Mr. S. K. Devasikhamani, Vice-Chairman, Bishop Heber High School, Trichy.

4. Mr. S. T. Ramanuja Iyengar, General Secretary, E. R. High School, Trichy.

5. Mr. G. Varadachari, Treasurer, National College, Trichy.

6. Mr. M. M. Balakrishna Iyer, Member for Local Board Schools, Board High School, Kulitalai.

7. Miss. Margaret Mahadevan, Member for Girls' Schools, Holy Redeemers' Girls' School, Palakarai.

8. Mr. T. S. Anantanarayanan, Secy. Funds Committee, Board High School, Lalgudi.

9. Mr. R. Mahadeva Iyer, Secy. Halls committee, Ponniah's High School, Palakarai.

10. Mr. K. R. Krishnaswami Iyer, Secy. Hospitality Committee, National College, Trichy.

11. Mr. N. S. Narasimha Iyengar, Secy. Exhibition Committee, E. R High School, Trichy.

12. Mr. A. Rama Iyer, Secy. Papers Committee, National College, Trichy.

13. Mr. P. V. Srinivasa Iyer, Secy. Volunteers Committee, St. Joseph's College, High School, Trichy.

14. Mr. S. Sivaramakrishna Iyer, Secy. Entertainments Committee, Bishop Heber High School, Trichy

15. Mr. S. T. Srinivasa Iyengar, Secy. Excursion Committee, High School, Srirangam.

16. Mr. M. Krishnamoorti Iyer, Secy. Geo. Refresher & Conference Committee, R. C. Training School Contonment, Trichy.

17. Mr. M. Panchanadham Pillai, Secy., Pandits Conference Committee, Bishop Heber High School, Trichy.

18. Mr. A. V. Desikachari, Secy. Phy. Edn. Conference Committee, National College, Trichy.

19. Mr. M. G. Venkatrama Aiyar, Secy. Ele. Teacher Refresher Course Committee, S. I. Ry. Indian School, Golden Rock.

20. Mr. L. R. Natesa Aiyar, Secy. Eng. Teachers' Conference Committee, National College, High School, Trichy.

21. Mr. K. N. Rengarathna Sastri, Secy. Hindi Conference Committee, Govt. Islamiah High School, Trichy.

THE SOUTH INDIA TEACHERS' UNION.

THE SILVER JUBILEE FUND.

Rs. 20,000 must be collected before May 1933.

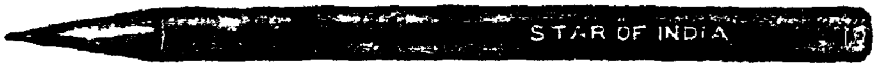
Please send your quota to the Secretary of the Union.

CONTRIBUTION RECEIVED

The Teachers' Association, Sir Sivaswami Aiyar High School, Thirukattupalle, Rs. 50-0-0.

MOTHER INDIA

Depends on the Youth of India for its Future Prosperity



THE MADRAS PENCIL FACTORY

OUR LETTER BOX

THE CONTRACT—"WHO WANTS IT"

Dear Editor,

You seem to think that the Contract is still a "Proposal". It is not. It is an accomplished fact. You want to know who wants it. Government wants it, whether teachers and managements want it or not. The reasons are obvious. Government knows that teachers who number nearly a lakh in the province ought to be within the reach of Government's sword of justice as conceived by it in its own interest The Contract, like the Provident Fund, the Educational Rules and the Teachers' Training Certificate, is only another link in the chain of Government's control over the recognised teacher for political purposes especially in the age we live in. It is also designed to help the employer rather than the employee. As such, the Contract is certainly the outcome not of Government's moral urge to solve the problem of Security of Tenure for teachers, nor even of the reasonable urge of a Government to hold the scales of justice even between the educational employer and the employee.

There are two opinions in the teacher world about the Contract Some want it while others do not want it Those who want it recognise that any service involves a Contract, seeing that teachers are a class of servants. Those against it are of the view that Contracts are derogatory to the dignity and tradition of the teaching profession The S I. T. U. and the Teachers' Guilds in various conferences have condemned the Contract idea, the Contract, its provisions and its working in practice and are for a service code for teachers, instead of a Contract. But the Madura Conference and the S. I. T. U. Working Committee have realised that the Contract has come to stay and therefore requires to be amended and shaped by a Bill providing for Security of Tenure and redress of grievances arising out of the Contract. In the absence of a comprehensive Service Code, this latest move is the only business-like move. Teachers therefore must with one voice shape the Contract and make it legal and moral.

It is wrong to assume that all managements are against the Contract. The local bodies have rightly rejected the Contract and they have been exempted by the Director, as the institutions under local bodies come under the Fundamental Rules. Private aided agencies, to whom alone the Contract applies, differ in their reception of the Contract. Well established institutions like the Christian institutions which work in a team in all matters have had the Contract long before Government thought of it. Other institutions with a tradition and a standing—they are but a few—do not want Government to impose a Contract because such institutions have an unwritten Service Code for teachers already in existence which is working to the mutual advantage of the employer and the employee. Institutions which have no material and moral endowment and which do not care to have a steady mental endowment through their teachers welcome the Contract and are introducing it as they will be aided by the Contract in treating teachers as foot-balls of their personal likes and dislikes.

Your suggestion that the question could be solved by a Committee examining the points of view of both managements and teachers, though good, is an ineffective one Both parties understand each others' point of view, and teachers understand the view of managements better, as they want to live. A representative unofficial standing Committee of redress consisting of managers, the S I. T. U and some M. L. C's working in conjunction with the S. I. T. U. Vigilance Committee will go a great way to bring relief in real cases of unjust and immoral working of the Contract and may succeed in making the Contract moral and legal by legislation. Such a Committee may be formed by the S. I T. U. inviting enlightened managers and members of the Legislative Council to serve in that Committee. This will be an essay in real educational co-operation between the teacher and others What is required in education, as in other spheres, is a change of heart and a moral relationship. It behoves the S. I. T. U. to be uncompromising in working for this end.

S. T. RAMANUJA IYENGAR.

3—12—1932.

THE TEACHERS' BOOK SHELF

English Composition without Trouble. (High School Course): Part I applied Grammar leading to Composition. Part II Intermediate. Part III The Matriculation year, Revision By I. G. French, Inspector of Schools, Burma, Publishers Oxford University Press.

The author is well-known for his books of the same title useful for Middle Schools. He pursues in these books the same principle that he has adopted in the earlier books. Constant drill in Direct Method exercises is the author's aim and in these books the exercises are very varied and lead to continuous prose composition of all the types commonly met in ordinary life and in examinations of the Matriculation standard. While formal Grammar is never stressed, he never fails to impress the inter-relation between Grammar and Composition. Each part is intended to provide material for a nine month's work. It is gratifying to find that the exercises are all so carefully prepared and graded that if the teacher should fol- [illegible] igorously, one can confidently ex- [illegible] books will justify their title. However [illegible] must be mentioned to the unwary reader, that there books will not make him easily a master of English composition for he has to work and work hard too, in following the exercises.

The Faraday Books of Practical Science. By F. J. Thorpe, Books I to V. Publishers Oxford University Press, Ltd., Price 2 sh. each. Book I Simple Physical Measurements. Book II Heat. Book III Chemistry of the Home. Book IV Light and Electricity. Book V Light and Sound.

These five books are in delighful contract with the several existing books on School Science. The five books cover Elementary Physics and Chemistry. The Author has so planned the topics and their study that pupils should employ the inductive method or the method of discovery. In his Introduction the author has enumerated the different steps of his scheme as follows:—

1. The preparation of the mind for the enquiry which is about to be instituted.

2. The preparation of the necessary materials.

3. The carrying out of experiments.

4. The formation of a provisional hypothesis as a generalization from these experiments.

5. Testing the hypothesis by further experiments classifying ideas under the guidance of a teacher.

6. Application of knowledge gained to further problems.

Each book contains a number of topics. At the beginning of a topic, a number of questions under the heading 'things to be found out' is given. The object is to impress the aim of the topic in a manner closely connected with life. Next a list of apparatus, that may be required to find out the answers for the above is given. These pieces of apparatus have to be got ready by the pupils, in many cases working alone and in some with the assistance of the teacher. Then a few suggestive experiments are outlined. The results will help the pupils to draw a general hypothesis which is then described under the section 'General Problem.' This hypothesis is to be made the basis for the answer to questions in the beginning of the topic. The hypothesis has then to be tested and so a list of additional experiments are given which the students have to perform. They have then to answer another set of questions of a recapitulatory nature. The teacher steps in just before this stage with some demonstration experiments leading to the testing of the hypothesis. Advantage may be taken of this opportunity to discuss the additional exercises with the pupils. It will thus be seen that these books would afford considerable pleasure both to the pupils and the teachers for the work has to be done individually in the laboratory according to the sound principle 'Learn by Doing'. We should unhesitatingly recommend these books for use in secondary schools.

The Splendour of the East. Selections from the Travels of Marco Polo, adapted with introduction and notes. Publishers Messrs Macmillan & Co., Ltd., Price As. 10.

Tales of Travel and adventure always have a fascination for the young and the adventures of Marco Polo, the earliest known traveller of the East, will still be widely read with interest, even though we are in the days of thrilling voyages to the Poles.

These selections from Marco's travels by Henry Yule, have been carefully rewritten in simple English, making this a delightful supplementary reader which our pupils of the High Schools classes would peruse with pleasure.

The Karnatak Journal of Education. We welcome the new Educational Journal which is published by the Karnatak, Teachers' Association,

Dharwar. Mr. K. S. Vakil, the president of the Association in the opening article, sets forth the deplorable condition of teachers and urges for an agitation on the part of teachers for better facilities for training and re-training, for the non-employment of non-trained persons as teachers, for the maintenance of a Teachers' Registry, establishment of Teachers' Councils and Arbitration Boards. He pleads for a high sense of professional consciousness. Mr. A. V. Mathew has contributed an interesting article on the Human factor in the School Room. Mr. V. V. Kamat's article on Individual Methods in instruction is very instructive. Miss E. S. Elija gives a delightful account of her impressions of Education in England.

The Journal also contains an account of the activities of the Karnatak Teachers' Association. It is to be published as a quarterly and the subscription is fixed very low. viz. Individuals Re. 1-4 per annum and associations, institutions, etc., Rs. 2-4 per annum. We recommend this to the attention of all teachers and trust that this new venture will receive adequate support from educationists.

Scenes and Dialogues for use with New Method Reader I A. By R. M. Savur. Publishers. Longmans Green & Co., Ltd. Price 2 As.

This little book is intended to supply a real defect in the Direct Method of Teaching English in Indian Schools, particularly in the lowest classes. The success of the Direct Method of Teaching a language rests mainly on "Oral Drill." It is because that this "oral drilling" is not done properly, Direct Method is thought a failure by some. Mr. R. M. Savur is an experimenter in the Direct Method of Teaching. This little booklet is the result of his experiments. The short scenes and dialogues in this book are claimed to be developed in the class room during the author's experiments. We are also glad to read in the preface that in all the schools where they have been tried, they have proved a useful complement to the Reader. A perusal of the scenes and dialogues will convince anyone that they are bound to help the young learner in easily acquiring fair ability in English. We commend the use of this book as a companion to N. M. R. I A. of Michael West.

Sthothramani Mala Book I, by M. K. Rajagopala Sastri, Assistant, P. S. High School, Mylapore. (Published by Ambika Bros. Mylapore—3 As.). This is the first of a series of books of devotional songs designed with the idea of providing material for the emotional impulse of child mind, while at the same time giving [illegible] for such an emotion. The [illegible] chosen mostly from the books of the [illegible]brated poets of the land and graded according to their difficulty.

We recommend this book for use in schools.

V. B.

THE DURBAR DAY CELEBRATIONS AT PERIYAKULAM

The Durbar Day was celebrated in the V. M. High School, Periyakulam, with games and a public meeting presided over by M. R. Ry. Rao Saheb P. S. Nallasami Naidu Garu, President, of the Bench Court, Periyakulam. Prominent among those present were Lieut. N. Ramabhadra Nayak, the local Zamindar, Mr. Stookes, the Tahsildar and Mr. Manickam Pillai, Circle Inspector of Police. Among other things, the programme consisted of songs by some girl pupils of the school, an essay on "The Benefits of the British Rule" by a student of the sixth form, a speech on the "Significance of the Durbar Day" by Mr. R. Rangaswami Iyengar, B.A., L.T., additional History Assistant of the school, and another in Tamil on "Loyalty" by Mr. K. S. Subbaraya Iyer, the senior Tamil Pundit. A treat to the school children was given at the end of the public meeting by the Zemindar. A special gift of Rs. 5 was made by the President of the function towards a special treat to the girls in appreciation of their melodious songs.

After the usual thanks-giving by the Headmaster and the singing of the National Anthem, the meeting came to a close. The public meeting proved a good success with the special cooperation of the Government officials and the Zamindar.

EDUCATIONAL NEWS BULLETIN.

(Issued under the auspices of the All-India Federation of Teachers' Associations by the Association of Editors of Educational Journals, 41, Singarachari Street, Triplicane, Madras.)

No. 12. Dec. 1932.

UNITED PROVINCES

The Annual Conference of the U. P. Secondary Teachers' Association was held at Agra on the 6th, 7th and 8th October, 1932. Principal Gokal Chand presided.

BENGAL

The Retrenchment Committee presided over by Mr. J. L. Saran, I.C.S., has created a great stir in the Province. It has proposed a saving of a little less than two crores of rupees a year out of which Education De- [illegible] share about 9 lakhs. The [illegible]ndations about retrenchment in Education are the following:—

1. Deprovincialisation of 11 out of 41 Government H. E. Schools.

2. Abolition of the post of an Additional Director of Public Instruction.

3. Abolition of the post of the Inspector of European Schools in the Province.

4. Abolition of the post of all Second Inspectors of Schools.

5. Abolition of the post of Sub-Divisional Inspectors of Schools.

6. Reduction of the number of Sub-Inspectors of Schools from 240 to 100.

7. Abolition of one of the Teachers' Training Colleges.

The All-Bengal Teachers' Association has strongly protested against the closing of a Training College but has supported the reduction of the Inspectorate and the deprovincialisation of Government Schools.

BOMBAY.

Retrenchment is in the air and all sorts of wild reports are heard. Sometime ago Government had appointed what is known as the Reorganisation Committee and it is rumoured that it has made some far reaching recommendations. It is reported, for instance, that the Committee has recommended the closing down of the College of Agriculture, the Deccan College—the oldest college in the Presidency, and a few high schools in the Presidency, which are under Government management. It is hoped, however, that Government will not accept such suicidal recommendations.

The members of the Bombay and Poona branches of International Fellowship held their annual retreat (ninth) at Lonavla, on the 3rd and 4th of December. It was a small gathering of 30 men and women, Europeans and Indians, Hindus, Christian Parsees and Mahomedans who spent about two days, away from the turmoils of the city, in one another's company. The topic for discussions was "National System of Education." In the two leading speeches on the subject, two views were presented to the audience. One emphasised the cutural aspect of education and points to the possibility of the level educational effort going down to the ordinary vocational training helping one to get one's bread and butter, cutting the skill of the hand or even the brain at the cost of the qualities of the heart. The other speaker said it was possible to educate a nation as one can educate an individual, and education consisted in finding out the direction which the education should

take. People had in the past made nations war-like, as in the case of Germany or Sparta, devoutly religious as in the case of Buddhistic India, or aggressively religious as in the case of Mahomedan Arabia. India did not want that type of National Education. It was however necessary to teach every India to feel that he was an Indian first and a Hindu or a Muslim or a Brahim or a non-Brahmin, or a Bengali or a Madrasi afterwards. The most needed national education which India wanted was an education that would give this bent to the nation's mind.

The University of Bombay has created two more centres for the Matriculation Examination, at Dhulia in Khandesh District and at Sholapur. The number of centres is thus increased to 17.

The Indian Mathematical Association will hold its annual session this year at Bombay in the week preceding X-mas.

An Educational Conference of Primary Teachers was held at Local Board School Rahuri in Ahmednagar District on the 19th and 20th November, 1932 under the Presidentship of Mr. Moos the Deputy Director of Public Instruction. Model lessons in History and Geography were given by Primary Teachers and the question of Wastage in Primary Education was discussed at length. An Exhibition of Historical and Geographical Books and Maps was held at the same time. A fine display of different sorts of physical exercises was given by the Boy Scouts and the Girl Guides of different schools. The conference was attended by more than 1000 teachers and students.

MYSORE

1. In the Mysore S. S. L. C. Examination a paper on Translation from English to Vernacular and vice-versa has been introduced with a view to improve English in High School.

2. A Women's Education Advisery Committee consisting of lady Educationists and influential persons has been formed by the Department of Education, for making suggestions regarding the improvements necessary in Womens' Education in the state.

3. Music has been accepted by the Senate of the Mysore University, as an optional subject for the University Examinations. Mr. N. S. Subba Rao Director of the Public Instruction was the sponser of the resolution.

4. A state Conference of Primary and Middle School Teachers will be held at Bangalore from the 21st December for 3 days. The Dewán is likely to open the Conference. The Director of Pub[illegible] Instruction presides over it.

5. The Eighth Provin[illegible] Conference of the Mysore Second[illegible] cation League will be held at Kolar in March 1932.

MADRAS

Under the auspices of the Madras Teacher's Guild an Adult Education centre is being conducted at Mylapore by the Secretary of the Elementary section of the Guild.

Arrangements are being made to celebrate the Silver Jubilee of the South India Teachers' Union in May 1933. The Union contemplates the publication of a year book in commemoration of the occasion.

N. B.—A telegram from Mr. D. P. Khattry, Secretary, All-India Federation of Teachers' Associations, says, that the 8th All-India Educational Conference, proposed to be held during Xmas week at Lahore, has been **postponed** to Easter Week.